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ABSTRACT

This set of guides introduces teachers and students to the "UN Convention on the Rights of the Child." The set features a teacher's handbook and project books on participation, provision, and protection. Topic webs from these three books are used to illustrate the teaching of these materials. "Teachers' Handbook: Teaching the UN Convention on the Rights of the Child" (Second Edition) contains: (1) "Summary of the Convention on the Rights of the Child"; (2) "The Project Books"; (3) "Children's Rights in the Curriculum" (the National Curriculum, the Northern Ireland Curriculum and the Scottish Curriculum); (4) "Education for Citizenship"; (5) "Using the Convention for Whole School Policies"; (6) "Suggestions for Inset Sessions To Introduce the Convention"; (7) "An Introduction to SCF and UNICEF"; (8) "A Short History of Children's Rights"; and (9) "The Text of the Convention." Each book is "A Project To Introduce the UN Convention on the Rights of the Child to 8-13 Year-Olds." "The Whole Child (The Participation Articles)" focuses on those articles that cover the child's participation in his/her own development (rights of play, education, culture, and expression). There are seven units, as well as a topic web, an introduction, and "The Articles of the Convention." The units include: (1) "Introduction"; (2) "Identity"; (3) "Childhood"; (4) "Education"; (5) "Culture, Religion, and Language"; (6) "Play and Leisure"; and (7) "Freedom of Speech and Opinion." "It's Our Right (The Provision Articles)" focuses on care, nutritious food, clean water, and health services as the most basic rights of all. The book is divided into seven units: (1) "The Family and the State"; (2) "Parentless Children"; (3) "Children with Disabilities"; (4) "Nutritious Food"; (5) "Clean Water"; (6) "Health Care and Education"; and (7) "Standard of Living." "Keep Us Safe (The Protection Articles)" deals with protection of the child from abuse, neglect, violence, and exploitation. There are six "Units," as well as a "Topic Web," an "Introduction," and "The Articles of the Convention." The units include: (1) "Abuse, Neglect, and Exploitation"; (2) "Child Labor"; (3) "Discrimination"; (4) "Children and the Law"; (5) "Armed Conflict"; and (6) "Refugees." The books feature resource lists and world maps. (EH)

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The Rights of the Child Set:
Topic Books for 8-13 Year-Olds

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New Edition

Teachers Handbook

Teaching the UN Convention on The Rights of the Child

Jenny Matthews / FORMAT

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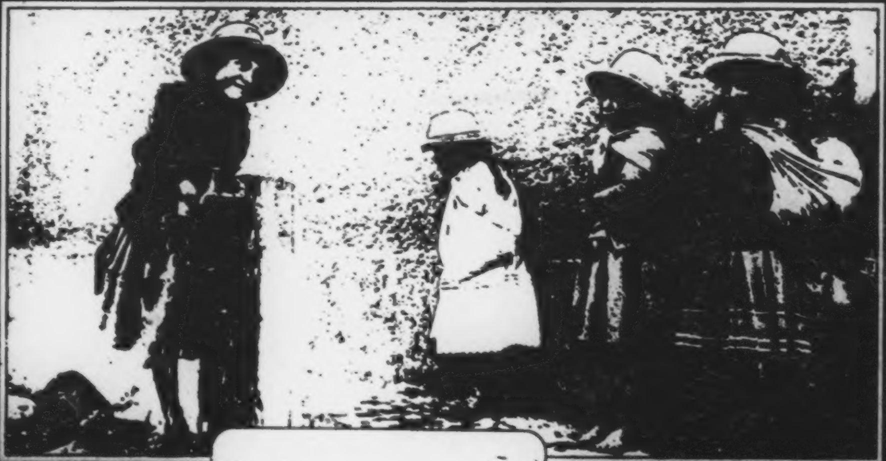

A guide for teachers on introducing the UN Convention on The Rights of the Child across the curriculum. Designed for use with:

- The Whole Child
- It's Our Right
- Keep Us Safe

UNICEF-UK

Save the Children

'The whole world stands to lose if the children of any nation are allowed to grow up degenerate and demoralised through hunger, and the whole world stands to gain if they grow up strong and healthy, able and willing to work for the good of their fellow men. For better or for worse, the world can be revolutionised in one generation, according to how we deal with the children.'

Ms. Eglantyne Jebb, founder of the Save the Children Fund. In 1923 she drafted the first Declaration of the Rights of the Child; the basis for the United Nations Convention on the Rights of the Child.

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TEACHERS' HANDBOOK

Contents **Page**

Introduction 2

Summary of the Convention on the Rights of the Child 3

The Project Books 5

Children's rights in the Curriculum 9
    i) in the National Curriculum 11
    ii) in the N.I. Curriculum 13
    iii) in the Scottish Curriculum 14

Education for Citizenship 15

Using the Convention for whole school policies 17

Suggestions for Inset Sessions to introduce the Convention 18

An Introduction to SCF and UNICEF 20

A short History of Children's Rights 22

The text of the Convention 23

Acknowledgments and Useful Addresses 41

Sensitivity

Many of the Articles in the Convention deal with issues which are intimately personal to the individual. Teachers need to be aware of the sensitivity of some of the issues and the suggested activities which could be distressing to some of the children in the class, although we have tried to avoid suggesting such activities as far as possible.

Introduction

In 1989 the Education Departments of SCF and UNICEF-UK, together with the Oxford Development Education Unit, collaborated to produce three project books, together with this Teachers' Handbook,(which is now in its second edition) for learning about the Convention on the Rights of the Child in junior schools, middle schools and the lower end of secondary schools (key stages 2 and 3 of the National Curriculum).

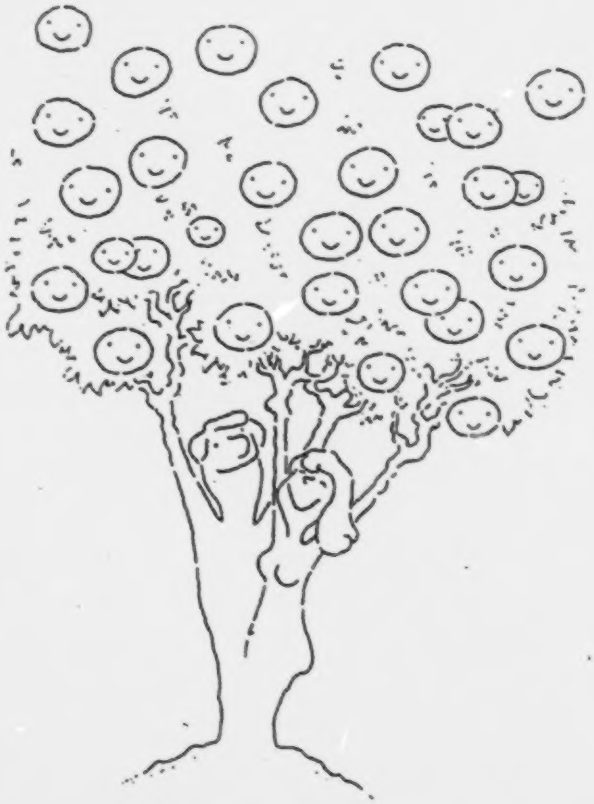
Article 42 of the new Convention of the Rights of the Child states that children should be informed of their rights, and that is what the three project books set out to do. However, the aim is not only to inform but to stimulate children to consider the lives of children everywhere and not just in the country where this project is being followed.

Why Teach About Children's Rights?

Teaching about children's rights lends itself naturally to expansion into a global view of children's lives. It is hoped that children will gain an empathy for their sisters and brothers throughout the world. For these children are the future - they stand to inherit a world which has been violated, almost irredeemably, over the last 100 years. It may not be too dramatic to say that the future of the world depends on them acting together to stem the tide of environmental destruction and to bring about fairer financial and trading partnerships which will put a stop to the continued exploitation of the developing world, with its riches of raw materials, by the industrialised world.

Many of those responsible for introducing a multi-cultural dimension to the curriculum have already realised that talking about children's rights, needs, duties and responsibilities is an uncontroversial entry point. These materials are based on the principle of starting with the child's own experience in relation to different rights and then extending this with stories and information about the lives of children in other countries, particularly from so-called developing countries. Looking at the similarities of our own lives with the everyday lives of children and their families in other countries could serve to build a global family where cultural differences can be celebrated without fear or suspicion because the basic needs and desires of our lives are seen to be the same.

More information about the contents of the whole series is given on pages 5 - 8.



Every child is my child

Summary of the Convention on the Rights of The Child

The Convention defines a child as a person under 18 unless national law recognises that the age of majority is reached earlier. (Article 1)

All the rights laid down in the Convention are to be enjoyed by children regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. (Article 2)

All actions concerning the child should be in his/her best interests. (Article 3)

The State's obligation to translate the rights of the Convention into reality. (Article 4)

The State should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities. (Article 5)

Every child has:

The right to life. (Article 6)

The right to a name and a nationality and, as far as possible, the right to know and to be cared for by his/her parents. (Article 7)

The right to protection of his/her identity by the state. (Article 8)

The right to live with her/his parents unless incompatible with her/his best interests. (Article 9)

The right, if desired, to maintain personal relations and direct contact with both parents if separated from one or both. (Article 9)

The right to leave and enter her/his own country, and other countries, for purposes of reunion with parents and maintaining the child-parent relationship. (Article 10)

The right to protection by the State if unlawfully taken or kept abroad by a parent. (Article 11)

The right to freely express an opinion in all matters affecting her/him and to have that opinion taken into account. (Article 12)

The right to express views, and obtain and transmit ideas and information regardless of frontiers. (Article 13)

The right to freedom of thought, conscience and religion, subject to appropriate parental guidance. (Article 14)

The right to meet together with other children and join and form associations. (Article 15)

The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander. (Article 16)

The right of access to information and materials from a diversity of sources and of protection from harmful materials. (Article 17)

The right to benefit from child-rearing assistance and child-care services and facilities provided to parents/guardians by the state. (Article 18)

The right to protection from maltreatment by parents or others responsible for her/his care. (Article 19)

The right to special protection if s/he is temporarily or permanently deprived of her/his family environment, due regard being paid to her/his cultural background. (Article 20)

The right, in countries where adoption is allowed, to have it ensured that an adoption is carried out in her/his best interests. (Article 21)

The right, if a refugee, to special protection. (Article 22)

The right, if disabled, to special care, education and training to help her/him enjoy a full life in conditions which ensure dignity, promote self-reliance and a full and active life in society. (Article 23)

The right to the highest standard of health and medical care attainable. (Article 24)

The right, if placed by the State for purposes of care, protection or treatment, to have all aspects of that placement regularly evaluated. (Article 25)

The right to benefit from social security. (Article 26)

The right to a standard of living adequate for her/his physical, mental, spiritual, moral and social development. (Article 27)

The right to education, including free primary education. Discipline to be consistent with a child's human dignity. (Article 28)

The right to an education which prepares him/her for an active, responsible, life as an adult in a free society which respects others and the environment. (Article 29)

The right, if a member of a minority community or indigenous people, to enjoy her/his own culture, to practise her/his own religion and use her/his own language. (Article 30)

The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities. (Article 31)

The right to protection from economic exploitation and work that is hazardous, interferes with her/his education or harms her/his health or physical, mental, spiritual, moral and social development. (Article 32)

The right to protection from narcotic drugs and from being involved in their production or distribution. (Article 33)

The right to protection from sexual exploitation and abuse. (Article 34)

The right to protection from being abducted, sold or trafficked. (Article 35)

The right to protection from all other forms of exploitation. (Article 36)

The right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned for life without the possibility of release. The right to legal assistance and contact with family. (Article 37)

The right, if below 15 years of age, not to be recruited into armed forces nor to engage in direct hostilities. (Article 38)

The right, if the victim of armed conflict, torture, neglect, maltreatment or exploitation, to receive appropriate treatment for her/his physical and psychological recovery and reintegration into society. (Article 39)

The right, if accused or guilty of committing an offence, to age-appropriate treatment likely to promote her/his sense of dignity and worth and her/his reintegration as a constructive member of society. (Article 40)

The right to be informed of these principles and provisions by the state in which s/he lives. (Article 42)

Note: The Convention has 54 Articles in all. Articles 41 to 54 are concerned with its implementation and entry into force.

The Convention on the Rights of the Child was adopted by the United Nations General Assembly 20 November 1989.

8

The project books

The Basic Principles of the Convention on the Rights of the Child

The Articles of the Convention cover a great range of issues affecting children, but put simply the Convention is about Participation, Provision and Protection. The three project books also follow these groupings.

Participation - The Whole Child

An exciting new aspect of the Convention is the way it encourages the participation of all children in decisions affecting them (Article 12), particularly in judicial and administrative proceedings affecting their future. Children are no longer perceived as the passive recipients of adult care or neglect but as individuals with their own rights. In *The Whole Child* we look at the essence of childhood, the growth of a sense of identity, play and leisure, access to education and information and the right to freedom of speech.

Provision - It's Our Right

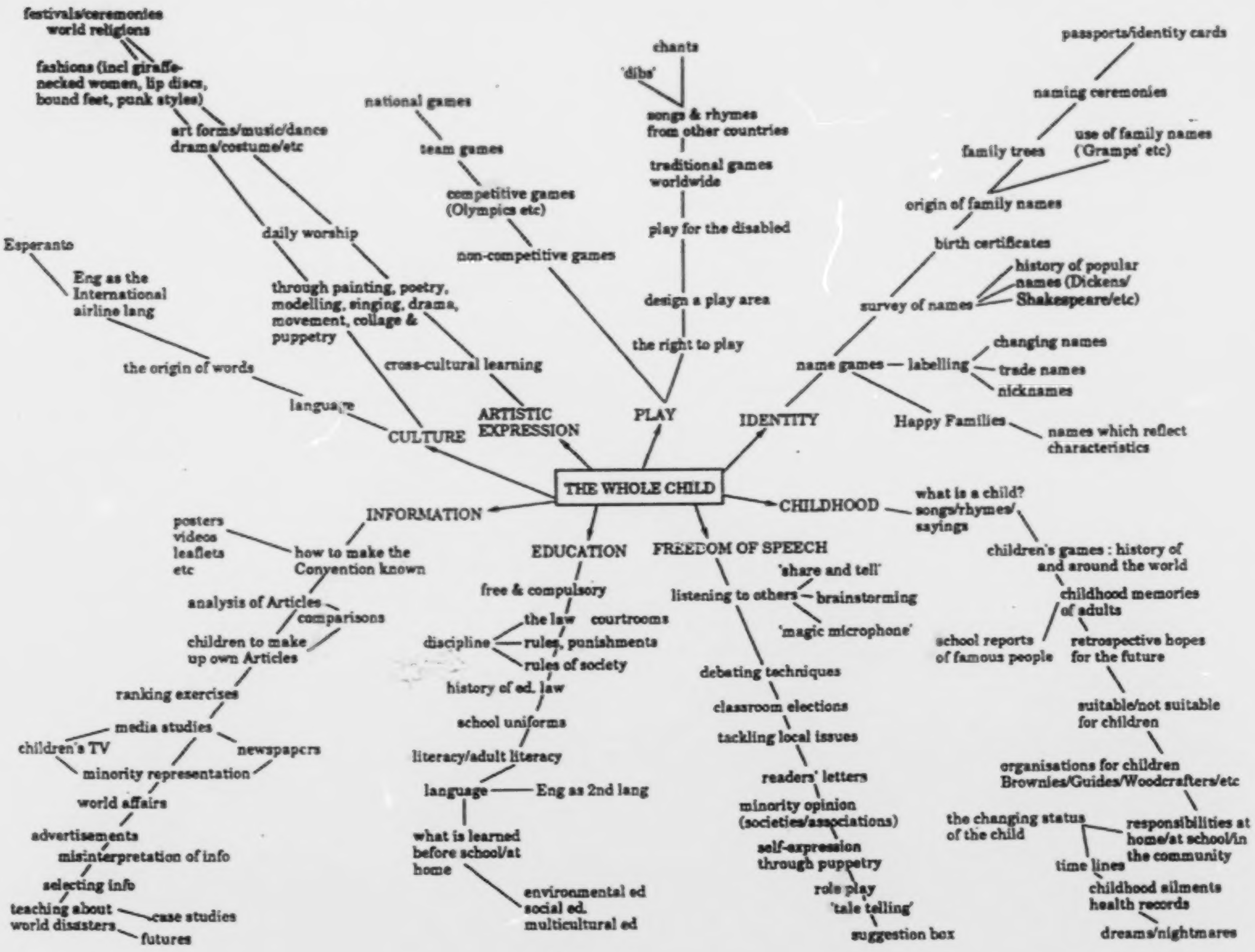
The Convention lays down the basic needs that must be met for a child's survival, growth and development. e.g. the right to health care, shelter, nutritious food and clean water. The Convention is clear that the family is the ideal place for a child and that the State is obligated to support and, if necessary, assist parents. (Article 18). In *It's Our Right* we provide active methods of examining the provision of these services in the UK and abroad. We also look at the rights of disabled children and children without parents.

Protection - Keep Us Safe

It is a sad fact that for many children life is no better than it would have been a hundred years ago. The Convention obligates States to protect children from exploitative labour, physical and sexual abuse, the affects of war, neglect and discrimination of any kind. States are charged to provide rehabilitative care for children who have suffered from maltreatment, neglect, torture or exploitation. (Article 39). In *Keep Us Safe* we have tried to find ways in which teachers can raise these difficult and sensitive issues in the classroom.

There follow copies of the topic webs from each of the project books which show how these principles relate to many familiar areas of classroom learning.

The right to a name and identity


THE WHOLE CHILD
CULTURE
language
the origin of words
Eng as the International airline lang
Esperanto
festivals/ceremonies
world religions
fashions (incl giraffe-necked women, lip discs, bound feet, punk styles)
art forms/music/dance drama/costume/etc
daily worship
through painting, poetry, modelling, singing, drama, movement, collage & puppetry
cross-cultural learning
ARTISTIC EXPRESSION
PLAY
the right to play
design a play area
play for the disabled
traditional games worldwide
songs & rhymes from other countries
'dibs'
chants
non-competitive games
competitive games (Olympics etc)
team games
national games
IDENTITY
name games — labelling
changing names
trade names
nicknames
Happy Families
names which reflect characteristics
survey of names
history of popular names (Dickens/Shakespeare/etc)
birth certificates
origin of family names
family trees
use of family names ('Gramps' etc)
naming ceremonies
passports/identity cards
CHILDHOOD
what is a child? songs/rhymes/sayings
children's games : history of and around the world
childhood memories of adults
school reports of famous people
retrospective hopes for the future
suitable/not suitable for children
organisations for children Brownies/Guides/Woodcrafters/etc
responsibilities at home/at school/in the community
the changing status of the child
time lines
childhood ailments health records
dreams/nightmares
FREEDOM OF SPEECH
listening to others
'share and tell'
brainstorming
'magic microphone'
debating techniques
classroom elections
tackling local issues
readers' letters
minority opinion (societies/associations)
self-expression through puppetry
role play
'tale telling'
suggestion box
EDUCATION
free & compulsory
the law
courtrooms
discipline
rules, punishments
rules of society
history of ed. law
school uniforms
literacy/adult literacy
language — Eng as 2nd lang
what is learned before school/at home
environmental ed
social ed.
multicultural ed
INFORMATION
how to make the Convention known
posters
videos
leaflets
etc
analysis of Articles
comparisons
children to make up own Articles
ranking exercises
media studies
children's TV
newspapers
minority representation
world affairs
advertisements
misinterpretation of info
selecting info
teaching about world disasters
case studies
futures

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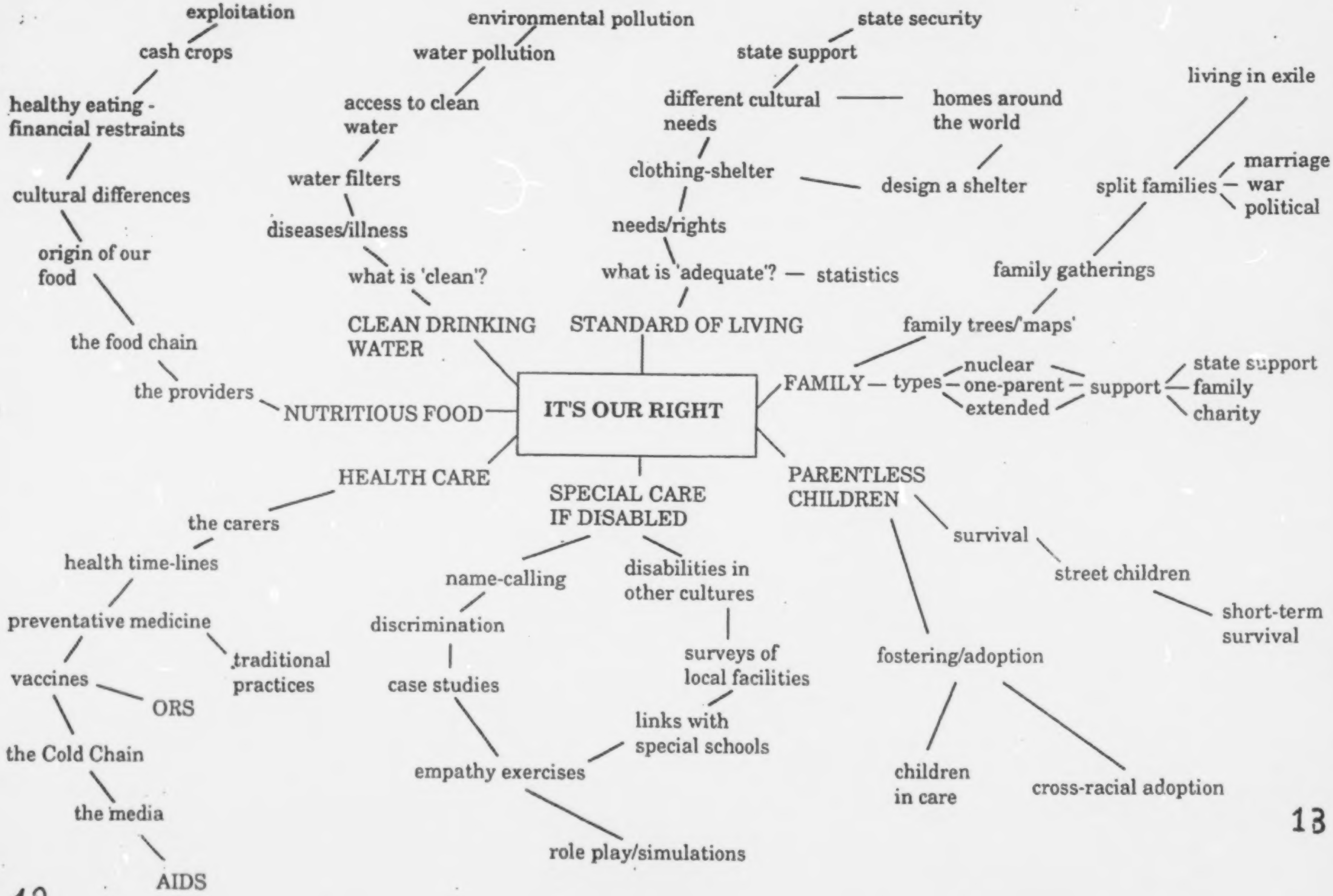


IT'S OUR RIGHT

NUTRITIOUS FOOD
the providers
the food chain
origin of our food
cultural differences
healthy eating - financial restraints
cash crops
exploitation

CLEAN DRINKING WATER
what is 'clean'?
diseases/illness
water filters
access to clean water
water pollution
environmental pollution

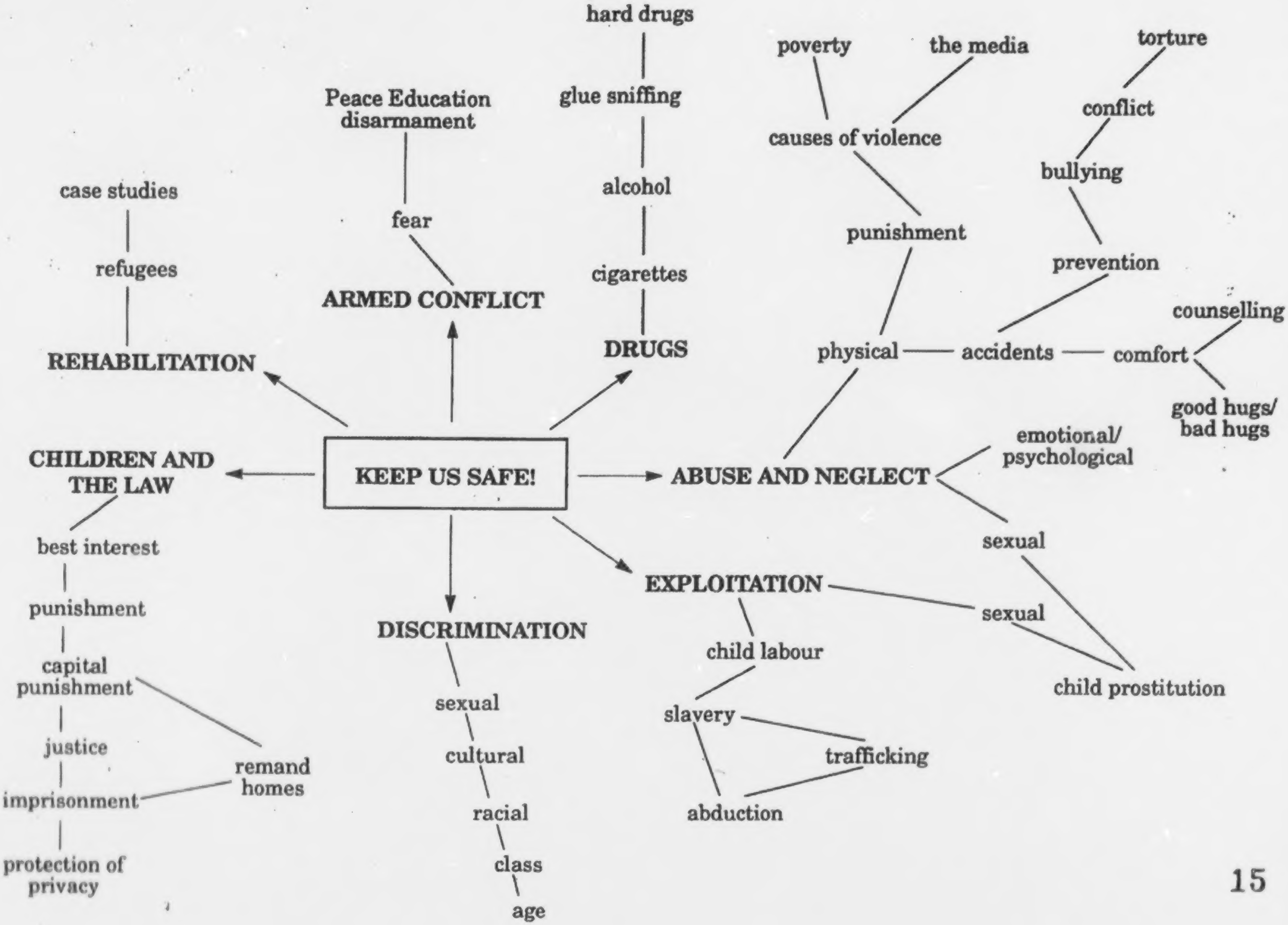
STANDARD OF LIVING
what is 'adequate'? — statistics
needs/rights
clothing-shelter — design a shelter
different cultural needs — homes around the world
state support
state security

FAMILY — types — nuclear, one-parent, extended — support — state support, family, charity
family trees/'maps'
family gatherings
split families — marriage, war, political
living in exile

PARENTLESS CHILDREN
survival
street children
short-term survival
fostering/adoption
children in care
cross-racial adoption

SPECIAL CARE IF DISABLED
name-calling
discrimination
case studies
empathy exercises
role play/simulations
disabilities in other cultures
surveys of local facilities
links with special schools

HEALTH CARE
the carers
health time-lines
preventative medicine
traditional practices
vaccines
ORS
the Cold Chain
the media
AIDS


KEEP US SAFE!
REHABILITATION
case studies
refugees
ARMED CONFLICT
Peace Education
disarmament
fear
DRUGS
hard drugs
glue sniffing
alcohol
cigarettes
CHILDREN AND THE LAW
best interest
punishment
capital punishment
justice
imprisonment
protection of privacy
remand homes
DISCRIMINATION
sexual
cultural
racial
class
age
EXPLOITATION
child labour
slavery
trafficking
abduction
sexual
child prostitution
ABUSE AND NEGLECT
emotional/ psychological
sexual
physical
punishment
causes of violence
poverty
the media
accidents
prevention
bullying
conflict
torture
comfort
counselling
good hugs/ bad hugs

Children's rights in the Curriculum

While the subject of children's rights needs to be introduced and discussed with children the contents of the Articles mean that it need not remain an isolated subject. The topic webs, on pages 5 - 7, help to illustrate the ways in which various Articles are pertinent to subject areas and themes which are very familiar to any teacher. These themes are universal and apply to learning requirements in the National Curriculum of England and Wales (e.g. for the geography of family lives at key stage 2), to *social and environmental understanding* in Scotland and *mutual understanding* in Northern Ireland.

Once an awareness of the Convention and an outline of its contents has been introduced in the school references can be made to it within the context of many different subject or theme areas.

For example, Article 24(c) covers several very familiar themes - food, water, environmental pollution and health care:

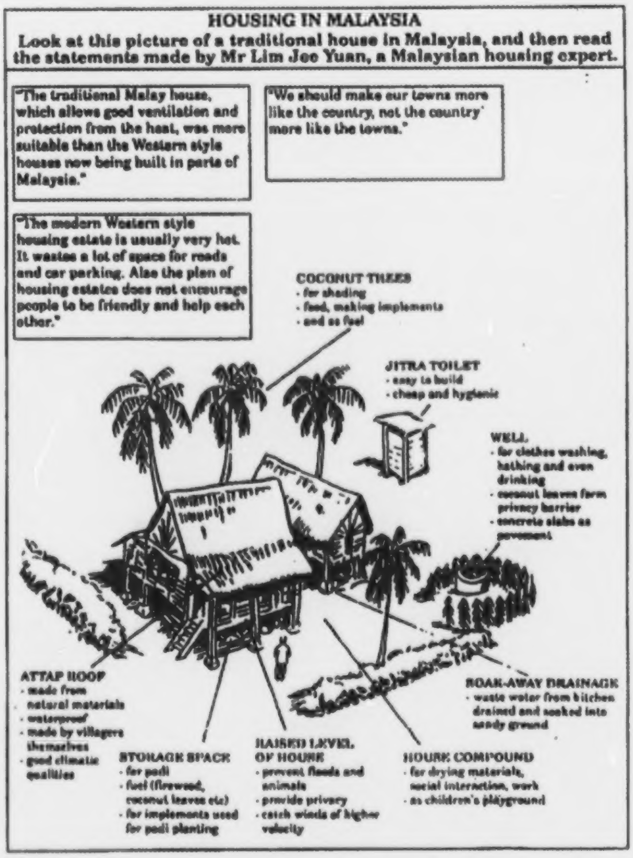
'States should take appropriate measures to combat disease and malnutrition through the provision of adequate nutritious foods and clean drinking water, taking into consideration the danger and risks of environmental pollution.'

Using the Project Books for Curriculum Subjects

The table on page 9 outlines how selected topics from the three Project Books could be used across a range of teaching subjects. The asterisks show the relative importance of each topic in a particular subject (*** = highly relevant).

This basic guide indicates ways of using the project books in the curriculum. Teachers may wish to devise their own or extend the range to cover all the topics in the project books.

The prime difficulty for teachers who wish to introduce the Convention into the school and use it in policy making and lesson planning is learning the contents of the Articles. Pages 21 - 37 of this book contain the full text of the Convention, but pages 16 - 17 illustrate ways in which your staff could quickly become familiar with the contents of the Convention and start discussions on how to include it in the life of the school.



HOUSING IN MALAYSIA

Look at this picture of a traditional house in Malaysia, and then read the statements made by Mr Lim Joo Yuan, a Malaysian housing expert.

"The traditional Malay house, which allows good ventilation and protection from the heat, was more suitable than the Western style houses now being built in parts of Malaysia."

"We should make our towns more like the country, not the country more like the towns."

"The modern Western style housing estate is usually very hot. It wastes a lot of space for roads and car parking. Also the plan of housing estates does not encourage people to be friendly and help each other."

COCONUT TREES
- for shading
- food, making implements
- and as fuel
JITRA TOILET
- easy to build
- cheap and hygienic
WELL
- for clothes washing, bathing and even drinking
- coconut leaves form privacy barrier
- concrete slabs as pavement
ATTAP ROOF
- made from natural materials
- waterproof
- made by villagers themselves
- good climatic qualities
STORAGE SPACE
- for padi
- fuel (firewood, coconut leaves etc)
- for implements used for padi planting
RAISED LEVEL OF HOUSE
- prevent floods and animals
- provide privacy
- catch winds of higher velocity
HOUSE COMPOUND
- for drying materials, social interaction, work
- as children's playground
SOAK-AWAY DRAINAGE
- waste water from kitchen drained and soaked into sandy ground

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PROJECT BOOK:	**The Whole Child**			**It's Our Right**			**Keep Us Safe**		
Example topic	(B/C) 'myself' identity and childhood	(D) 'school' education	(F) 'games' play and leisure	(D) 'food' nutritious food	(F) 'health' care and education	(G) 'homes' standard of living	(B) 'jobs' child labour	(E) 'peace' armed conflict	(F) 'journeys' refugees
SUBJECT									
English	◆◆◆	◆◆	◆	◆	◆	◆	◆	◆	◆
Art/Music	◆◆	◆	◆◆						
Physical Education	◆	◆	◆	◆	◆◆				
Religion	◆	◆	◆	◆	◆	◆	◆◆	◆◆◆	◆◆
Geography	◆	◆		◆◆	◆◆	◆◆	◆◆	◆	◆◆◆
History	◆	◆	◆	◆◆	◆◆	◆◆	◆◆◆	◆◆	◆◆
Maths		◆	◆	◆	◆	◆			◆
Science	◆	◆	◆	◆◆◆	◆◆◆	◆◆	◆	◆	◆
Technology	◆	◆	◆	◆◆	◆◆	◆◆◆	◆	◆	◆

Children's Rights in the National Curriculum

The following suggestions for introducing learning about children's rights in every area of the school curriculum relate to current (1993) requirements for subjects in the NC for England.

English

Many of the activities in the topic books invite individual and group expression of ideas, attitudes and opinions. Deciding what rights children should have (in Unit A on Information in *The Whole Child*) can be used for AT1 Speaking and Listening, level 4, to express a personal view. Discussing appropriate punishments for specific offences (in Unit D on Children and the Law, *Keep Us Safe*) can be used for AT1 Speaking and Listening, level 5, to advocate and justify a point of view.

Mathematics

Some of the activities in the topic books involve calculation. Counting the cost of eating good food (in Unit D on Nutritious food, *It's Our Right*) can be used for AT2 Number, level 3, to interpret numbers in the context of money. Finding out what jobs children do (in Unit B on Child labour, *Keep Us Safe*) can be used for AT5 Handling data, level 4, to conduct a survey on an issue of their choice.

Science

Case studies on environmental issues in different parts of the world can be used to extend children's understanding of science. Learning about causes and effects of polluted water in England, Malaysia and Zimbabwe (in Unit E on Clean Water, in *It's Our Right*) can be used for AT2 Life and living processes, level 3, to know that human activity can produce changes in the environment. Learning about the cold chain and the use of rehydration salts (in Unit F on Health care and education, *It's Our Right*) can be used for AT2 Life and living processes, level 6, to know that variation in living organisms has environmental causes.

Technology

Many of the case studies in the topic books provide scope for understanding lifestyles and technological opportunities in different cultures. Describing a home-made toy (in Unit F on Play and leisure, *The Whole Child*) can be used for AT4 Evaluating, level 3, to comment on the materials used and how the task was tackled. Investigating how comic books affect children's attitudes to violence (in Unit E on Armed Conflict, *Keep Us Safe*) can be used for AT1 identifying needs and opportunities, level 5, to show judgement in the choice of sources of information.

Geography

Many of the case studies in the topic books enable students to learn about family lives and environmental and economic processes in different places. Comparing the lives of urban and rural children in Zimbabwe (in Unit G on Standard of Living, *It's Our Right*) can be used for AT2 Knowledge and Understanding of places, level 4, to describe how daily life is affected by landscape and wealth. Understanding why children have left their homes and the experiences they have had (in Unit F on Refugees, *Keep Us Safe*) can be used for AT4 Geography, level 7, to analyse the causes and effects of a recent large scale migration of population.

History

Some of the contemporary child studies in the project books are given historical contexts. Finding out how different settlers in England have added to the language (in Unit E on Culture, religion and language, *The Whole Child*) can be used for AT1 Knowledge and understanding of history, level 3, to identify differences between times in the past. Learning about working conditions for children in England during the 1930s (in Unit C on Childhood, *The Whole Child*) can be used for AT1 Knowledge and understanding of history, level 4, to recognise that over time some things have changed while others stayed the same.

Art, Music, Languages, Religion

The above examples serve to show the range of activities offered by The Rights of the Child project books for a selection of National Curriculum subjects. There are clearly possibilities for practical work in **art** (giving visual expression to experiences and learning from other children's expressions) and for extending understanding of different cultures through **music**. Different cultural values relating to children can be viewed through **religion**, as can adult attitudes to the welfare of children. Additional work on values and attitudes brings in cross-curricular themes of **careers and guidance, economic and industrial understanding, environmental education, health education** - and especially **education for citizenship**.

Photo: Pat Francis

Children at Sparsholt School created their own versions of 'Benefits' after using this activity in It's Our Right, Unit A

Children's Rights in the Northern Ireland Curriculum

As in the English curriculum children's rights can be introduced into the teaching of many subjects and topics. Those promoting the Convention of the Rights of the Child in N.I. have found the most obvious curriculum spot is in Religious Education.

Attainment Target 3: Morality

Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

Key Stage 1: Programme of Study (with exemplary Statements of Attainment)

Teachers should provide opportunities for pupils to develop:

a) respect for self - recognise that each one is unique and special - recognise that they are loved and respected
b) respect for others - recognise the value of co-operation

Key Stage 2

a) respect for self - acquire positive attitudes towards their talents, qualities and values
b) respect for others - identify the various communities to which they belong

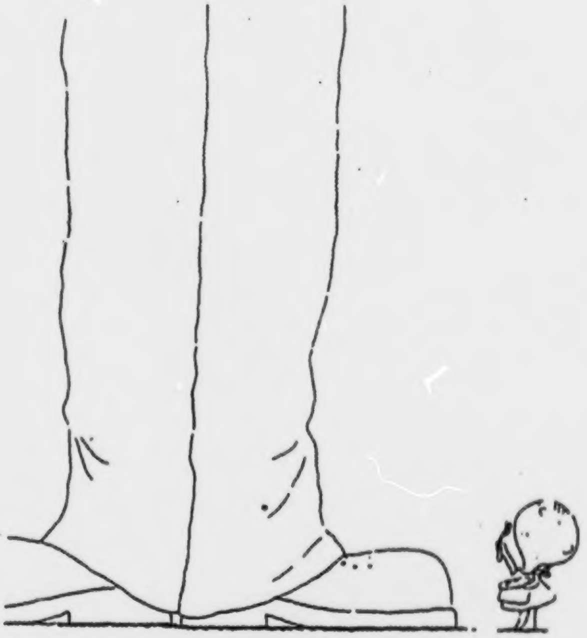
Key Stage 3

a) knowing and respecting myself - develop positive attitudes towards themselves, their sexuality and relationships by considering their own uniqueness
b) relationships - consider their roles in the community and their responsibilities towards minority groups

These particular programmes of study can be appropriate openings for using *The Whole Child* which covers identity, the difference between being a child and an adult, and the different experiences of childhood. *It's Our Right* also has relevant stories which show different experiences of childhood.

Keep Us Safe has useful examples of the lives of minority groups and refugees. It also covers rehabilitation which many minority people, and those who have been persecuted, need.

(This information was collated by the One World Centre in N.I.)



The right to grow

Children's Rights in the Scottish Curriculum

The 5-14 Curriculum is still under discussion, but these direct opportunities exist in the following subject guidelines.

Personal and Social Development identifies *'interpersonal relationships'* and *'independence and interdependence'* as Outcomes, and suggest *'Community'* as a learning Context for both, and *'The Developing World'* as a learning Context for the first outcome as well.

'Education for Equality' is identified as a key cross-curricular theme in considering the **Structure and Balance of the Curriculum**.

Religious and Moral Education has a strand *'Relationships and Moral Values'* within its Attainment Outcome *'Personal Search'* which would be well supported by many of the materials within these books.

Environmental Studies concentrates on the physical rather than the social environment but in the Subject Outcomes *'Understanding People in Society'*, and to a lesser extent, *'Understanding People in the Past'* offer opportunities for exploring the idea of Rights and the way it has developed.

The **Expressive Arts** Attainment Outcome *'Expressing Feelings, Ideas, Thoughts and Solutions'* affords many opportunities to reflect the values underpinning the UN Convention in creative forms.

Bold lettering denotes specific 5-14 curriculum documents.

(Processed by SCF's Scottish Education Officer)

Source: National RiverWatch Project / WATCH 1991

Education for Citizenship

The Convention on the Rights of the Child is listed as a possible subject of study in the National Curriculum Council's Curriculum Guidance 8: *Education for Citizenship, Section 4 Content: The Essential Components, No. 3, Being a Citizen*, along with other human rights conventions.

This document states that "Schools must lay the foundations for positive, participative citizenship in two ways:

i) "to help pupils to acquire and understand essential information;
ii) by providing them with opportunities and incentives to participate in all aspects of school life."

At the time when the recommendations for *Education for Citizenship* appeared in print the UK had not ratified the Convention. The government ratified the Convention on December 16th, 1991, becoming one of over 130 countries to do so, although it placed reservations on four of the Articles (see page 40).

This means that the government has accepted the contents of the Convention (apart from the Reservations) and is therefore duty bound to fulfil them, or at least show they are making efforts to do so. In 1994 the UK government will have its first meeting with the Rights of the Child Committee which has been set up to monitor those states which ratify the Convention. Their role is described in Article 43 (see page 36).

Article 42 of the Convention states:

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

School is an obvious place for children to learn about their rights, and responsibilities, and start to exercise these rights and responsibilities in a democratic environment. Since our government has ratified the Convention the implication is now that Articles like those quoted above and below are more than a listed reference in a curriculum document, to be referred to in one lesson.

Article 12 of the Convention states:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child.

Article 13 states:

The child shall have the right to freedom of expression, this right shall include freedom to seek, receive and impart information and ideas of all kinds.

Children and Peace

Article 14 states:

States Parties shall respect the right of the child to freedom of thought, conscience and religion.

Article 15 states:

States Parties recognise the rights of the child to freedom of association and to freedom of peaceful assembly.

These Articles, all of which have to do with the personal development of the child, and his/her right to be listened to and involved in what is of immediate concern, have strong implications for the management of schools and a greater involvement of their pupils. **If the purpose of Education for Citizenship is to prepare children to play an active role in society then the way in which it is taught is as important as what is taught.**

An example of how Articles 12 and 13 are relevant to the involvement of children in school policy making.

Many schools have a school council to which pupils elect their own representatives, who then carry the pupils' requests and statements to the council for consideration. After discussion by the council some requests may then be put to members of staff or the headteacher. In many schools this apparently democratic process actually fails to really respond to the pupils' strongest desires, but rejects them time and time again.

A familiar topic may be the nature of the school uniform. It happened that in two schools in which I worked whether or not the girls could wear trousers in the winter months was a major issue, and in both schools it was repeatedly rejected, to the anger of both pupils and many of the staff. After a change of head, the first school finally settled this problem by agreeing that girls could wear black cord trousers from November to March. Immediately the atmosphere improved as all felt that justice had been done. I then moved to another school where exactly the same request was repeatedly put to the head from the school council, and repeatedly turned down. This was a school which continued to maintain an attitude that the school could 'boil over' at any time, although the actual behaviour of the pupils was no different than at the first school. (Heather Jarvis)

In pages 16 and 17 in **Education for Citizenship**, which suggest ways of Planning Education for Citizenship, the possibility of it permeating the whole curriculum and becoming part of the school ethos is suggested. It is our contention that the Convention on the Rights of the Child is an ideal vehicle for bringing citizenship, with all its implications, into the whole school as something which has real meaning and reality for children of all ages and abilities.

Using the Convention on the Rights of the Child for whole school policies

The Articles of the Convention encompass every facet of justice and equality that any school wrestling with anti-racist and anti-sexist strategies could wish for:

Article 2 states that all rights apply to all children without exception: irrespective of the child's or his or her parents or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

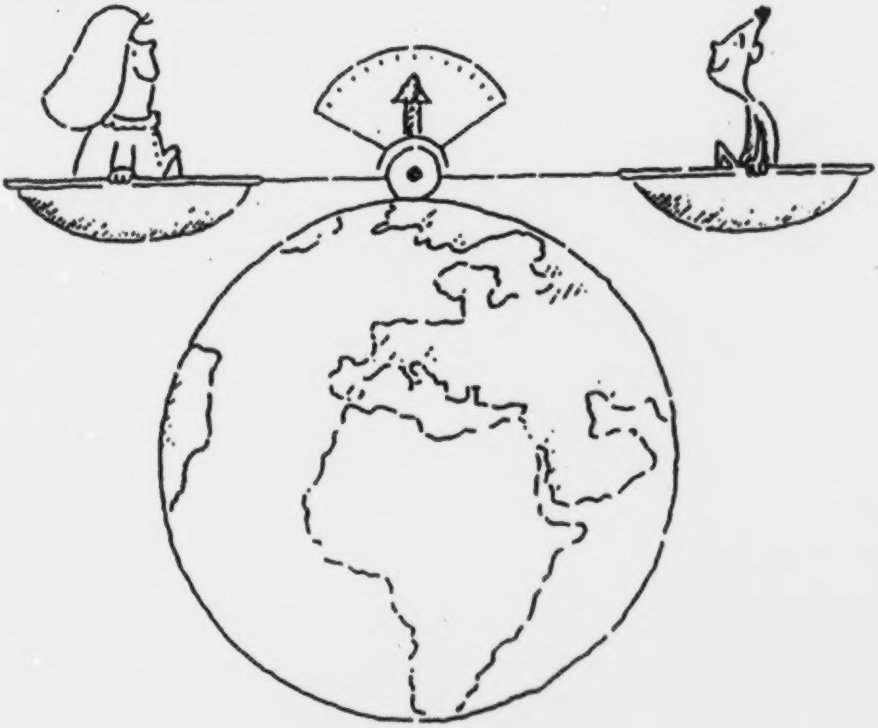
Whole school strategies to combat bullying and name-calling are suggested by Article 19:

The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regard.

Questions of appropriate punishment can be explored with an awareness of paragraph 2 of Article 28:

States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

While some schools may be able to devote considerable time to work around children's rights, particularly primary schools or in PSE in secondary schools, taking in many aspects of Participation, Provision and Protection, many others may prefer to incorporate it into their subject or topic teaching. A combination of the two may provide the ideal.



The right to equality

Suggestions for Inset Sessions to Introduce the Convention

These sessions can be done in an hour or less, depending on where the discussion is intended to lead i.e. whether or not it is to form the basis for formulating a school or departmental policy.

Starting point A
This exercise involves people working in pairs and it may be useful for teachers of similar age groups or the same subject to work together.

You will need enough photocopies of:
The summary of the Convention (pages 2 - 3)
The three topic webs (pages 5 - 7)
for each person or pair.

1. First give each member of the group., or each pair, a copy of the Convention Summary. Ask them to read it and then in pairs to mark those Articles which immediately strike them as having some reference to their present work - it may be to do with subject or topic to do with the actual organisation and behaviour of children in the classroom or school. (10 minutes)

   Then ask pairs to share their discussions with the group. Hopefully some will be seeing some points of reference to their work.

2. Then give each person or pair. copies of the three topic webs. at the beginning of each of the three topic books. Again ask pairs to look at them and circle those topics which they touch on or cover during their school year. (Allow 10 or 15 minutes for this.)

Again ask some pairs to share their discussions with the group.

You may then wish to make larger groups of subject teachers or those teaching similar age groups who could then discuss the potential for incorporating the Convention into their work. At this point teachers may benefit from looking at the project books as the Units and pupil pages may provide additional stimulus and ideas.

Starting point B
Make copies of some of the activities from the books for teachers to do in pairs.
Activities which can be used in this way are:
From *The Whole Child*: A2, C1, C4, E1
From *It's Our Right*: A1, A5, B3, B5, D4, E3
From *Keep Us Safe:* A8, B2, B3, C1, C2, D4, D5, E5
You will need to read the relevant Teachers' Notes in each Unit if the instructions are not self-explanatory. You will probably want to have different pairs or small groups working on different activities, maybe selected because of the relevance to their subject or current topic.

Approaching from this starting point may make it easier to then lead a group discussion about how children's rights can come into many areas of the curriculum. You could then use the Summary sheets to introduce the Articles for an overview of the Convention.

Starting point C
(This is particularly appropriate for use with professional groups who are not teachers.)

You will need

paper and pens for each pair or small group
a flip chart and felt pen
Convention summaries for each person or pair

Ask pairs or small groups to write down the children's rights which are relevant to their work in the classroom.(Allow 10 minutes)
Then draw up a group list of all the rights they have thought of on the flip chart. You may find that over half of the contents of the Convention have been mentioned. You can then give out the Convention summary to be compared with the group's list.

At some point you will need to make the point that the Convention on the Rights of the Child is an international charter which has been ratified by 133 governments. Different Articles will have particular significance for different countries and cultures. The situation for children is obviously different in different countries, and while children in developing countries may lack some of the services which UK children take for granted the extended family makes other Articles less relevant.

A dimension of the Project Books which we think is important is the way UK stories are mixed in with stories of children from other countries. As workers for International children's organisations, which work to improve the situation of children, particularly in developing countries, we feel it is important that children in the UK develop a concept of the globality of children's rights. The case stories help children learn about the lives of children elsewhere, as well as gain a greater understanding of their own lives, and of the lives of other children in the UK.

The right to play, leisure and creativity

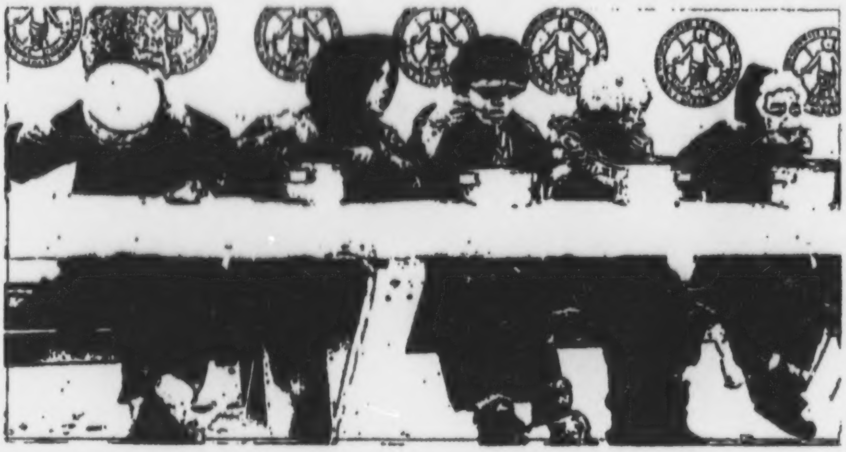
An Introduction to SCF and UNICEF

The Save the Children Fund and the United Nations Children's Fund both have particular reason to welcome the UN Convention on the Rights of the Child. Both these organisations were formed to ease the plight of children who were the innocent victims of the two world wars which have devastated Europe this century.

The Save the Children Fund (SCF) was started by two energetic sisters, Dorothy Buxton and Eglantyne Jebb, in 1919. The First World War had laid waste the area of Europe then known as the Balkans and the sisters appealed for funds to help starving children there. The Fund was soon working in Armenia and the Baltic States, helping the thousands of children and their families who faced starvation and misery after fleeing their homes. In 1921, appeals were made for children in Russia after the harvests failed. In the 1930s, work in Europe was largely taken up with refugee problems.

SCF became involved in relief work in the United Kingdom during the General Strike and depression years through the provision of supplies and day nurseries. During the war SCF provided residential accommodation for evacuees. Since then SCF has continued to develop its pioneering work to improve provision for children in the United Kingdom, beginning with pre-school play-groups and hospital play-schemes. Through its current United Kingdom programme SCF is still working to tackle disadvantage and combat discrimination in partnership with communities, health and education authorities and other agencies. SCF provides family resource centres in inner city areas, is improving day care provision for under fives, and supports action by young people with disabilities to improve their life-chances.

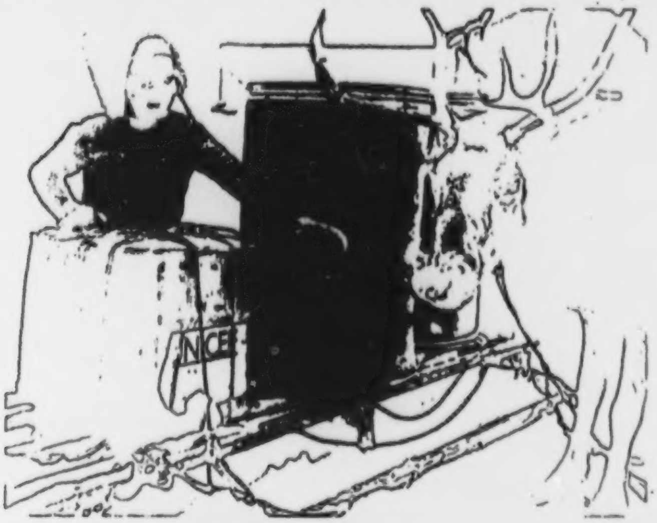
There was also a major expansion of SCF's work with children beyond Europe after the Second World War. Disaster relief was a frequent need, in Korea, during the Agadir earthquake, with orphans in Vietnam and Tibetan refugees fleeing to India. The overseas programme of SCF now focuses on long-term development and emergency aid in over 50 countries. Projects are concentrated in the fields of primary health care, mother and child health, nutrition, immunization, disability, water and sanitation, education, welfare, refugees and income-generation.



Source: John R. Freeman & Co. Ltd.

The early years of SCF saw many disaster relief operations, among them a huge feeding scheme during the Russian famine.

On the basis of its continuing field work experience and study in different parts of the world, SCF strives to promote the Rights of the Child and to influence national and international policy and practice in order to achieve lasting benefits for children within the communities in which they live. SCF (UK) aims to make this impact for children along with the twenty other members of the International Save the Children Alliance.



Source: UNICEF

Finland 1947 - UNICEF delivered food rations north of the Arctic Circle by reindeer and sledge.

UNICEF, the United Nations Children's Fund, was formed as a direct result of the Second World War. It was created by the UN General Assembly at its first meeting in 1946. Originally called The United Nations International Children's Emergency Fund, it provided food, milk, clothing and medical treatment for the millions of children in war-torn Europe.

UNICEF's work was finished in Europe by 1950 but it was not wound up as originally intended but turned to meeting the needs of children in the less developed countries. UNICEF works with governments in 121 countries.

As the United Nations agency created to support the survival, protection and development of children UNICEF is a named agency in the Convention on the Rights of the Child.

UNICEF provides and promotes low cost health care which is estimated to be saving at least two million lives each year. For example, programmes like universal immunisation by 1990 have made great headway since they were launched ten years ago. Then fewer than 10% of the developing world's children were immunised against the major childhood diseases. Now the target of 80% by 1990 is likely to be reached.

While UNICEF has given top priority to reducing child deaths, it has also recognised that to save the lives of children who do not have the opportunity to grow and develop is a hollow victory. Therefore UNICEF's work also includes nutrition, education and female literacy programmes, water and sanitation programmes and programmes to conserve the environment. UNICEF will help governments that ratify the Convention to work towards meeting the provisions therein.

With their common mandate of working for the survival and development of children the Save the Children Alliance and UNICEF are partners in many programmes in developing countries.

A short history of children's rights

Societies through history have treated children in special ways, but it is only during this century that children's rights have become internationally recognised. Eglantyne Jebb, founder of SCF, drafted a Children's Charter following her work with refugee children in the Balkans after the First World War. In 1923 she wrote:

"I believe we should claim certain Rights for children and labour for their universal recognition."

In 1924 she achieved her ambition when the League of Nations, the fore-runner of the United Nations, adopted the **Declaration of the Rights of the Child**, otherwise known as the Declaration of Geneva. However, both the Declaration and the League of Nations were rendered useless and powerless by the outbreak of the Second World War in 1939.

In 1948 the UN General Assembly approved the adoption of a **Universal Declaration of Human Rights**. The rights of children were implicitly included but it was thought that this was not enough and that the special needs of children justified an additional, separate document.

In 1959 on 20th November, the UN General Assembly adopted the **second Declaration of the Rights of the Child** - listed on page 8 of 'The Whole Child'. A declaration is not legally binding and does not carry an implementation procedure.

1979 was the **International Year of the Child**. During this year the 10 points of the Declaration were highly publicised. The Human Rights Commission of the UN Working Group started work on the draft of The Convention on the Rights of the Child which was originally submitted by the Government of Poland.

1989 Work on the draft of the Convention on the Rights of the Child was completed and adopted by the UN General Assembly on 20th November.

1990 The Convention on the Rights of the Child entered into force after twenty nations had ratified it.

1991 The United Kingdom ratified the Convention on December 16th.

Declarations are what is know as 'soft' laws; they are statements of general principles accepted by governments but which carry no specific obligations. Conventions are binding, 'hard' laws, and they require an active decision on the part of individual countries to agree or ratify them. Those countries, or States, which ratify the contents of a Convention are indicating their intention to comply with the provisions and obligations it contains. A mechanism for monitoring their compliance is normally established as an integral part of the Convention.

In the case of the Convention of the Rights of the Child any country which agrees to be bound by it will have to report regularly to an independent Committee on the Rights of the Child. This ten member Committee will ascertain to what extent the Convention is being implemented in a country and will pass on requests made by any countries for technical advice and cooperation; countries should be encouraged and helped to protect and promote children's rights, rather than face punitive measures.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Official text

PREAMBLE

The States Parties to the present Convention,

Considering that in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need for extending particular care to the child has been stated in the Geneva Declaration on the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations in 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in its article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child adopted by the General Assembly of the United Nations on 20 November 1959, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,"

Unofficial summary of main provisions

PREAMBLE

The preamble: recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations; reaffirms the fact that children, because of their vulnerability, need special care and protection; and places special emphasis on the primary caring and protective responsibility of the family, the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in achieving the realization of children's rights.

Official text

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that in all countries in the world there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART 1

Article 1
For the purposes of the present Convention a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Article 2

1. The States Parties to the present Convention shall respect and ensure the rights set forth in this Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff as well as competent supervision.

Unofficial summary of main provisions

Definition of a child
All persons under 18, unless by law majority is attained at an earlier age.

Non-discrimination
The principal that all rights apply to all children without exception, and the State's obligation to protect children from any form of discrimination. The State must not violate any right, and must take positive action to promote them all.

Best interests of the child
All actions concerning the child should take full account of his or her best interests. The State is to provide adequate care when parents or others responsible fail to do so.

Official text

Article 4
States Parties shall undertake all appropriate legislative, administrative, and other measures, for the implementation of the rights recognized in this Convention. In regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5
States Parties shall respect the responsibilities, rights, and duties of parents or, where applicable, the members of the extended family or community as provided for by the local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality, and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

Article 9

1. State Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

Unofficial summary of main provisions

Implementation of rights
The State's obligation to translate the rights of the Convention into reality.

Parental guidance and the child's evolving capacities
The State's duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.

Survival and development
The inherent right to life, and the State's obligation to ensure the child's survival and development.

Name and nationality
The right to have a name from birth and to be granted a nationality.

Preservation of identity
The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties).

Separation from parents
The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parties on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. State Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. State Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular bases save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 2, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Family reunification
The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship.

Illicit transfer and non-return
The State's obligation to try to prevent and remedy the kidnapping or retention of children abroad or by a parent or third party.

The child's opinion
The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.

Official text

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) for respect of the rights or reputations of others; or
(b) for the protection of national security or of public order (*ordre public*), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Unofficial summary of main provisions

Freedom of expression

The child's right to obtain and make known information, and to express his or her views, unless this would violate the rights of others.

Freedom of thought, conscience and religion

The child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.

Freedom of association

The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

Protection of privacy

The right to protection from interference with privacy, family, home and correspondence, and from libel/slander.

Official text

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
(c) Encourage the production and dissemination of children's books;
(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in this Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Unofficial summary of main provisions

Access to appropriate information

The role of the media in disseminating information to children that is consistent with moral well-being and knowledge and understanding among peoples, and respects the child's cultural background. The State is to take measures to encourage this and to protect children from harmful materials.

Parental responsibilities

The principal that both parents have joint primary responsibility for bringing up their children, and that the State should support them in this task.

Protection from abuse and neglect

The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventative and treatment programmes in this regard.

Official text

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care should include, *inter alia*, foster placement, Kafala of Islamic law, adoption, or if necessary, placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties which recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) ensure that the adoption of a child is authorized only be competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
(b) recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
(c) ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
(d) take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;
(e) promote, where appropriate, the objectives of this article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in this Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the United Nations and other competent intergovernmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases

Unofficial summary of main provisions

Protection of children without families

The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child's cultural background.

Adoption

In countries where adoption is recognised and/or allowed, it shall only be carried out in the best interests of the child, with all necessary safeguards for a given child and authorization by the competent authorities.

Refugee children

Special protection to be granted to children who are refugees or seeking refugee status, and the State's obligation to cooperate with competent organisations providing such protection and assistance.

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where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote in the spirit of international co-operation the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken to the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) to diminish infant and child mortality,
(b) to ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care,
(c) to combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution,
(d) to ensure appropriate pre- and post-natal health care for mothers,

Handicapped children
The right of handicapped children to special care, education and training designed to help them to achieve greatest possible self-reliance and to lead a full and active life in society.

Health and health services
The right to the highest level of health possible and to access to health and medical services, with special emphasis on primary and preventative health care, public health education and the diminution of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices. Emphasis is laid on the need for international cooperation to ensure this right.

Official text

(e) to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of, basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents,

(f) to develop preventive health care, guidance for parents, and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in this article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection, or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties in accordance with national conditions and within their means shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements as well as the making of other appropriate arrangements.

Unofficial summary of main provisions

Periodic review of placement

The right of children placed by the State for reasons of care, protection or treatment to have all aspects of that placement evaluated regularly.

Social security

The right of children to benefit from social security.

Standard of living

The right of children to benefit from an adequate standard of living, the primary responsibility of parents to provide this, and the State's duty to ensure that this responsibility is first fulfillable and then fulfilled, where necessary through the recovery of maintenance.

Official text

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) make primary education compulsory and available free to all;
(b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
(c) make higher education accessible to all on the basis of capacity by every appropriate means;
(d) make educational and vocational information and guidance available and accessible to all children;
(e) take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) the development of the child's personality, talents and mental and physical abilities to their fullest potential;
(b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
(c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
(d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
(e) the development of respect for the natural environment.

2. No part of this article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of this article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Unofficial summary of main provisions

Education

The child's right to education, and the State's duty to ensure that primary education at least is made free and compulsory. Administration of school discipline is to reflect the child's human dignity. Emphasis is laid on the need for international cooperation to ensure this right.

Aims of education

The State's recognition that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

Official text	Unofficial summary of main provisions
Article 30 In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.	**Children of minorities or indigenous populations** *The right of children of minority communities and indigenous populations to enjoy their own culture and to practice their own religion and language.*
Article 31 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. 2. States Parties shall respect and promote the right of the child to fully participate in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.	**Leisure, recreation and cultural activities** *The right of children to leisure, play and participation in cultural and artistic activities.*
Article 32 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. 2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of this article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular: (a) provide for a minimum age or minimum ages for admissions to employment; (b) provide for appropriate regulation of the hours and conditions of employment; and (c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of this article.	**Child labour** *The State's obligation to protect children from engaging in work that constitutes a threat to their health, education or development, to set minimum ages for employment, and to regulate conditions of employment.*
Article 33 States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.	**Drug abuse** *The child's right to protection from the use of narcotic and psychotropic drugs and from being involved in their production or distribution.*
Article 34 States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent: (a) the inducement or coercion of a child to engage in any unlawful sexual activity; (b) the exploitative use of children in prostitution or other unlawful sexual practices; (c) the exploitative use of children in pornographic performances and materials.	**Sexual exploitation** *The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography.*

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Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of their age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Unofficial summary of main provisions

Sale, trafficking and abduction

The State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Other forms of exploitation

The child's right to protection from all other forms of exploitation not covered in articles 32, 33, 34 and 35.

Torture and deprivation of liberty

The prohibition of torture, cruel treatment or punishment, capital punishment, life imprisonment, and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, separation from detained adults, contact with family and access to legal or other assistance.

Armed conflicts

The obligation of States to respect and ensure respect for humanitarian law as it applies to children. The principle that no child under 15 take a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care.

Official text

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re-integration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's re-integration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions which were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

    (i) to be presumed innocent until proven guilty according to law;
    (ii) to be informed promptly and directly of the charges against him or her, and if appropriate through his or her parents or legal guardian, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
    (iii) to have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
    (iv) not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
    (v) if considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
    (vi) to have the free assistance of an interpreter if the child cannot understand or speak the language used;
    (vii) to have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and in particular:

Unofficial summary of main provisions

Rehabilitative care

The State's obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social re-integration.

Administration of juvenile justice

The right of children alleged or recognised as having committed an offence to respect for their human rights and, in particular, to benefit from all aspects of the due process of law, including legal or other assistance in preparing and presenting their defence. The principle that recourse to judicial proceedings and institutional placements should be avoided wherever possible and appropriate.

Official text

(a) the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41
Nothing in this Convention shall affect any provisions that are more conducive to the realization of the rights of the child and that may be contained in:

(a) the law of a State Party; or

(b) international law in force for that State.

PART II

Article 42
States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of 10 experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be selected by States Parties from among their nationals and shall serve in their present capacity, consideration being given to equitable geographical distribution as well as the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each States Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two-thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who

Unofficial summary of main provisions

Respect for existing standards
The principle that, if any standards set in national law or other applicable international instruments are higher than those of this Convention, it is the higher standard that applies.

Implementation and entry into force
The provisions of articles 42-54 notably foresee:

i) *the State's obligation to make the rights contained in this Convention widely known to both adults and children.*

ii) *the setting up of a Committee on the Rights of the Child composed of ten experts, which will consider reports that State Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force - and the Committee would therefore be set up - once 20 countries have ratified it.*

iii) *State Parties are to make their reports widely available to the general public.*

iv) *The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.*

v) *In order to "foster the effective implementation of the Convention and to encourage international cooperation", the specialised agencies of the UN (such as the ILO, WHO and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognised as "competent", including NGOs in consultative*

44

Official text

obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at the United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) within two years of the entry into force of the Convention for the State Party concerned,
(b) thereafter every five years.

2. Reports made under this article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1 (b) repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly of the United Nations through the Economic and Social Council, every two years, reports on its activities.

Unofficial summary of main provisions

Implementation and entry into force (continued)

status with the UN and UN organs such as the UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, UNICEF and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, UNICEF and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, UNICEF and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, UNICEF and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance along with the Committee's observations and suggestions, if any, on these requests or indications.

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child.

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of this Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification of accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification of accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that within four months from the date of such communication at least one-third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. An amendment adopted in accordance with paragraph (1) of this article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of this Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce this Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depository of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

Done at this day of 199

Appendix 1 - UK Declaration & Reservations

UN Convention on the Rights of the Child

UK Ratification

The instrument of ratification contained in the following reservations and declarations:

(a) The United Kingdom interprets the Convention as applicable only following a live birth.

(b) The United Kingdom interprets the reference in the Convention to "parents" to mean only those persons who, as a matter of national law, are treated as parents. This includes cases where the law regards a child as having only one parent, for example where a child has been adopted by one person only and in certain cases where a child is conceived other than as a result of sexual intercourse by the woman who gives birth to it and she is treated as th only parent.

(c) The United Kingdom reserves the right to apply such legislation, in so far as it relates to the entry into, stay in and departure from the United Kingdom of those who do not have the right under the law of the United Kingdom to enter and remain in the United Kingdom, and to the acquisition and possession of citizenship, as it may deem necessary from time to time.

(d) Employment legislation in the United Kingdom does not treat persons under 18, but under the school-leaving age as children, but as "young people". Accordingly the United Kingdom reserves the right to continue to apply Article 32 subject to such employment legislation.

(e) Where at any time there is a lack of suitable accommodation or adequate facilities for a particular individual in any institution in which young offenders are detained, or where the mixing of adults and children is deemed to be mutually beneficial, The United Kingdom reserves the right not to apply Article 37(c) in so far as those provisions require children who are detained to be accommodated seperately from adults.

(f) In Scotland there are tribunals (known as "children's hearings") which consider the welfare of the child and deal with the majority of offences which a child is alleged to have committed. In some cases, mainly of a welfare nature, the child is temporarily deprived of its liberty for up to seven days prior to attending the hearing. The child and its family are, however, allowed access to a lawyer during this period. Although the decisions of the hearings are subject to appeal to the courts, legal representation is not permitted at the proceedings of the children's hearings themselves. Children's hearings have proved over the years to be a very effective way of dealing with the problems of children in a less formal, non-adversarial manner. Accordingly, the United Kingdom, in respect of Article 37(d), reserves its right to continue the present operation of children's hearings.

ACKNOWLEDGMENTS

The illustrations in this book were done by Bruno Bozzetto for 'The Rights of the Child', a draft book for teaching about The Convention on the Rights of the Child which was the result of a collaboration by UNICEF Education Officers from seven National Committees in 1987/8. Some of the ideas and activities from this draft book have been incorporated into this series of education project books.

USEFUL ADDRESSES

Amnesty International
99-119 Rosebery Ave.,
London EC1R 4RE
071 278 6000

Department of Health (*who have responsibility for co-ordinating the government report to the UN Committee on the Rights of the Child on the UK's progress towards implementation.*)

Community Services Division
Department of Health
Wellington House
133-135 Waterloo Road
London SE1 8UG
071 972 4416

N.A.D.E.C.
3rd Floor
29 - 31 Cowper Street
London EC2A 4AP
071 490 8108
(for contact with your local Development Education Centre)

The Save the Children Fund
Mary Datchelor House
17 Grove Lane
London SE5 8RD
071 703 5400

UNICEF (UK Committee)
55 Lincoln's Inn Fields
London WC2A 3NB
071 405 5592

Children's Rights Development Unit

London:
235, Shaftesbury Avenue
London WC2H 8EL
071 240 4449

Northern Ireland:
c/o John Pinkerton
Dept. of Social Work
Queens University
Belfast BT7 1NN
0232 245133

Scotland:
Lion Chambers
170 Hope Street
Glasgow G2 2TU
041 353 0206

Wales:
7 Cleave House
Lanbourne Crescent
Cardiff CF4 5GJ
0222 761177

This book is one of three and a Teachers Handbook designed to introduce the UN Convention on the Rights of the Child to 8-13 year-olds

- **The Whole Child**
  (The Participation Articles)
- **It's Our Right**
  (The Provision Articles)
- **Keep Us Safe**
  (The Protection Articles)
- **Teachers Handbook**

UNICEF-UK

Save the Children

This book is an SCF/UNICEF-UK co-production

50

The Whole Child

A project to introduce the UN Convention on The Rights of the Child to 8-13 year-olds

Gerin / UNICEF

UNICEF-UK

Save the Children

The Participation Articles

This book is one of three designed to introduce the UN Convention on the Rights of the Child to 8-13 year olds, and deals with those Articles which cover the child's PARTICIPATION in his/her own development.

"The way a society treats children reflects not only its qualities of compassion and protective caring but also its sense of justice, its commitment to the future and its urge to enhance the human condition for coming generations. This is as indisputably true of the community of nations as it is of nations individually."

Mr. Javier Perez de Cuellar, Secretary-General of the United Nations, in a message to an International Meeting on the Convention on the Rights of the Child, Ligano, Italy, September 1987.

The series has been produced, in collaboration, by:

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Save the Children
and Oxford Development Education Unit

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Front cover photo of Syrian boy by Gerin/UNICEF

CONTENTS

Page

A topic web: 'The Whole Child' ii

Introduction 1

The Articles of the Convention 2

Unit A: Information 4

Unit B: Identity 11

Unit C: Childhood 18

Unit D: Education 27

Unit E: Culture, religion & language 38

Unit F: Play & leisure 43

Unit G: Freedom of speech & opinion 49

Resource list 53

World map 55

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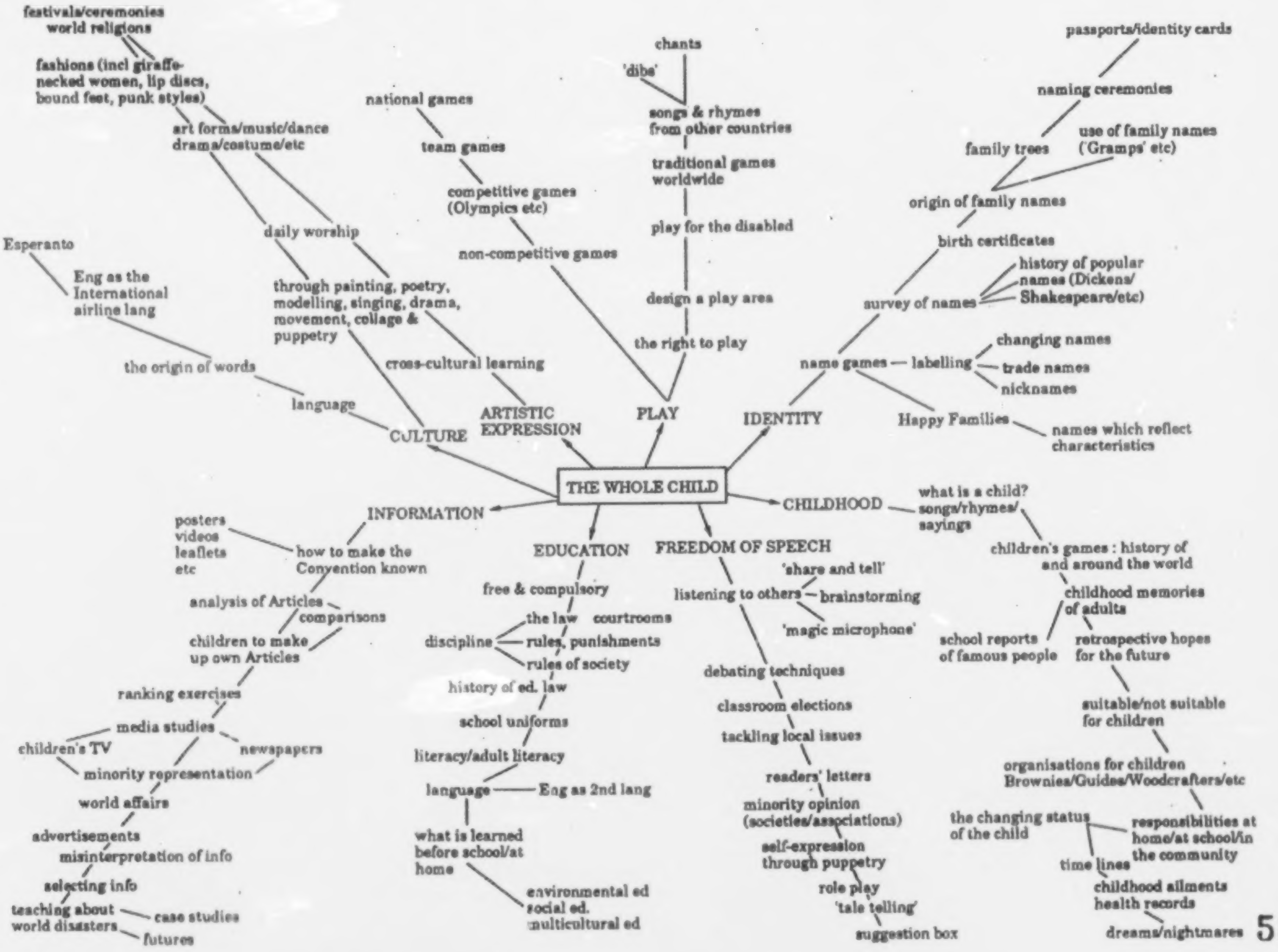

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INTRODUCTION

November 20th 1989 is a day which children of the world should celebrate; for on that day the United Nations General Assembly formally adopted **The Convention on the Rights of the Child.**

The Convention is made up of 54 Articles, and they are reprinted in full in the **Teachers' Handbook** which accompanies this series of project books.

We have grouped the Articles of the Convention into three categories:

PARTICIPATION

PROVISION

PROTECTION

'The Whole Child' looks at the **Participation** Articles. These are the rights which concern a child's basic cultural identity; his/her childhood and involvement in the wider society. Although some of these Articles may be viewed as provisions for the child by the adult world, there is now a consensus that the child should be an active and contributing participant and not merely a passive recipient in all that concerns his/her development.

The approach is through child-centred activities which lead children to consider themselves and their own experience in relation to the Articles and the experiences of other children elsewhere.

The topic web on the previous page gives an idea of the wider range of possible areas of study. You may be able to add to it and almost certainly will not want to attempt all of it.

The Teachers' Handbook provides a useful guide to how these materials comply with the requirements of the National Curriculum of England and Wales and other UK curricula.

The other titles in this series are:
'Its Our Right' which looks at the PROVISION ARTICLES.
'Keep Us Safe' which looks at the PROTECTION ARTICLES.

Heather Jarvis, Education Officer, UNICEF-UK
Jackie Chapman, Educational Consultant, Oxford DE Unit
Chris Gibb, Education Officer, SCF
Don Harrison, Educational Consultant, SCF

The complete text on the Convention on the Rights of the Child, together with an unofficial summary, is given in the accompanying Teacher's Handbook.

The Articles to which this book specifically refers are the following:

Article 1

For the purpose of the present Convention a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality, and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognised by law without unlawful interference.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
   a) for respect of the rights or reputations of others; or
   b) for the protection of national security or of public order , or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child."
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognise the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order, the protection of public health or morals or the protection of the rights and freedoms of others.

Article 17

States Parties recognise the important function performed by the mass media and shall ensure that the child has access to information and material from a

diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:
- a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of Article 29;
- b) Encourage international cooperation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- c) Encourage the production and dissemination of children's books;
- d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being bearing in mind the provisions of articles 13 and 18.

Article 28

1. State Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular;
    - a) make primary education compulsory and available free to all;
    - b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
    - c) make higher education accessible to all on the basis of capacity by every appropriate means;
    - d) make educational and vocational information and guidance available and accessible to all children;
    - e) take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

Article 29

1. States Parties agree that the education of the child shall be directed to:
    - a) the development of the child's personality, talents and mental and physical abilities to their fullest potential;
    - b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
    - c) the development of respect for the child's parents, his or her own cultural identity, cultural language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
    - d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
    - e) the development of respect for the natural environment.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 31

States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Article 42

State Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

UNIT A

INFORMATION

"State Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike." (Article 42)

"The role of the media in disseminating information to children that is consistent with moral well-being and knowledge and understanding among peoples." (Article 17)

- A1 is an activity to get children thinking about the whole issue of children's rights. Ask your children to make a list of all the things they feel that children need in order to live happy and healthy lives. (Some teachers trialling these materials have found it appropriate to introduce the concept of children's rights by first discussing 'duties' and 'responsibilities', for example for younger siblings or pets.) After this discussion the children can use the blank scroll on page 8 to write their own list of Children's Rights. They may, of course, prefer to design their own scrolls. Remind the children of these activities throughout the period of time spent on this topic so that their own list of Rights may be revised, refined, or added to at various stages.

- A2 lists 10 Rights as identified in the 1959 UN Declaration of the Rights of the Child. Your children could compare it with their own list, and then do the ranking exercise which follows. (The Rights Balloon Game in 'Global Teacher, Global Learner' could also be done at this time.)

- Ask the children to think about a day when all the rights they take for granted were taken away - their freedom to speak, to privacy, to a safe healthy environment, to freedom from degrading treatment and punishment. Role play some of the possible outcomes.

- Create posters to publicise the Convention and, if you have the facilities, make a short video about one of the aspects of the Convention.

The dissemination of information, of course, takes place at all levels. The Convention is particularly concerned with the role of the media.

- Survey and review children's news programmes on TV. In particular, look out for items on children in other countries. Also look at how programmes cater for ethnic minorities in the UK.

- Some interesting work can be carried out here to elicit the images and perceptions your children hold of people from other countries. A simple word association test will help you discover the range of views held by children in your classroom; i.e. ask the children to write down all they immediately think of when given the word 'India', 'Africa' or 'France' for example. You may be surprised to discover the range of responses; hopefully not all will be negative stereotypes.

- A3 turns the exercise around and looks at the sort of stereotypes held by some children from a variety of overseas countries about people in this country. We have presented them along with statements made by (mainly white) UK children, some of which you may have already heard from your class. Use them to discuss the ways we form our views of people and countries. You may then be able to produce a similar sheet to A3 which carries a truer picture of the UK or another country.

Some of the statements from overseas may require a little explanation before discussion with your class:

- "The English are dirty - they only bathe once a week," was a view held by a Nicaraguan who based her opinion on the old saying "Friday night is bath night".

- "The people in England must be very poor - their houses have grass roofs," was a comment made by a visiting Indian about Blewbury, in Oxfordshire where many of the houses are thatched. (In his village, a tin roof is a sign of wealth.)

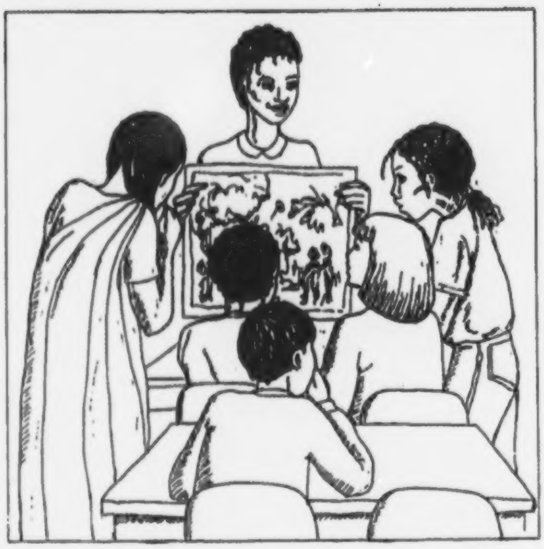
- "White men eat pills and never go to the toilet," was a West African schoolchild's impression of Europeans in Africa who take a lot of Malaria pills and do not go outside their houses to visit the toilet. (Latrines are sited well away from the dwelling in many countries and to have one in the same building as that in which you eat and sleep is thought to be very strange.)

* Collect all the newspapers for one day and analyse media coverage of one piece of world news. Older children could compare the news information supplied for children(e.g. John Craven's Newsround, 'Scoop', 'Early Times' etc) with that for adults and discuss any differences in presentation or context .

* Hold daily/weekly class assemblies on current affairs.

* Have different children report on the same school activity, for example sports day, or a school trip - compare the reports and look out for the way in which they differ.

* Play Chinese Whispers or Rumour Clinic, the purpose of which is to let children experience problems to do with communication and memory.



To play rumour clinic a large picture or wallchart with plenty of detail is needed. A volunteer leaves the room and a large and fairly intricate picture is shown to the rest of the class. They examine it carefully so that they can describe it. The picture is put away and the volunteer returns. The class then describes as accurately and fully as they can what they saw in the picture. The volunteer then gives his or her own description or even makes a drawing before the picture is brought out again.

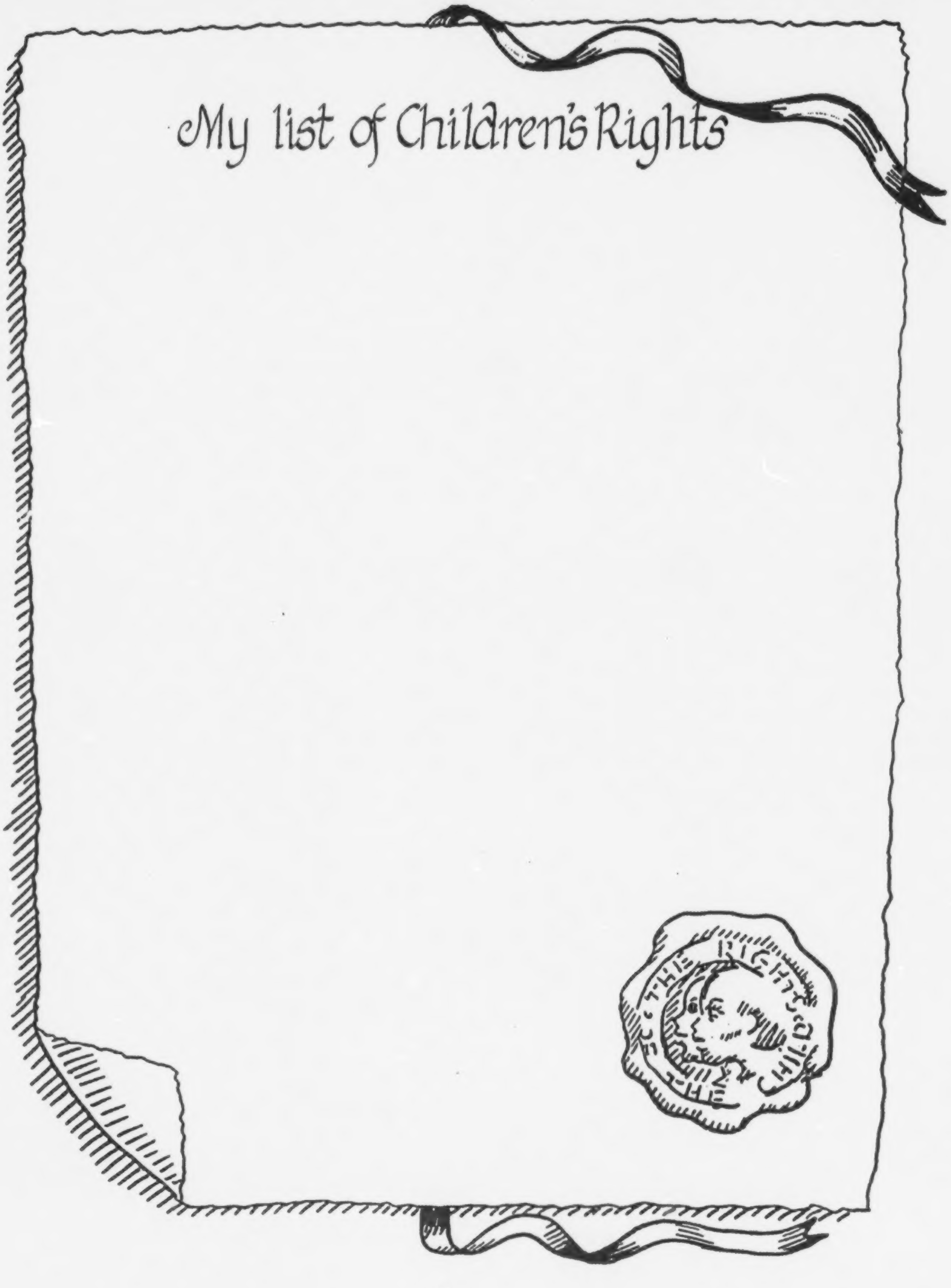
The discussion which follows this activity is the most important part of the exercise. Questions which can usefully be discussed include: What was remembered and what was left out? Were there disagreements about some aspects of the picture? Do these differences in memory and understanding cast light on everyday life? How can we know what is really going on here or elsewhere? How do we know the true picture? Are some conflicts caused by different understandings of the same basic evidence?

This variation on this activity is also very useful for reinforcing understanding about inaccuracy and bias in communication. Three or more people can go out of the room. The first one comes back and is told about the picture by the group. They then, in front of the class, describe what they have been told to the second person, who repeats it again to the third, and so on.

* A4 is the poem 'Lies' by Yevgeny Yevtushenko. We suggest that you photocopy the page and display the poem where all the children can read it. Yevgeny Yevtushenko has campaigned for more open information in his own country, the former Soviet Union. This poem has been translated from Russian into English. After reading the poem, the children may like to discuss the following:

- Ask the children to think about the times they have not been told the truth. Brainstorm the feelings they remember.
- What should children not be told. When does a child's right to information conflict with protection from 'material injurious to his or her well-being'? (from Article 17)
- Discuss the role of fantasy in children's stories. At what age should fantasy become reality? e.g. Father Christmas, the tooth fairy, 'cuddly' polar bears.

My list of Children's Rights


THE RIGHTS OF THE CHILD

Look at this list of Children's Rights which was written in 1959.

1. **The right to equality, regardless of race, colour, sex, religion, national, or social origin.**
2. **The right to develop physically and mentally in a healthy manner.**
3. **The right to a name and nationality.**
4. **The right to adequate nutrition, housing and medical services.**
5. **The right to special care, if handicapped.**
6. **The right to love, understanding and protection.**
7. **The right to free education, to play and recreation.**
8. **The right to be among the first to receive relief in times of disaster.**
9. **The right to protection against all forms of neglect, cruelty and exploitation.**
10. **The right to be brought up in a spirit of tolerance, peace and universal brotherhood.**

How does this list compare with your list?

Imagine you could only have 3 out of these 10 rights.
Which 3 would you choose?

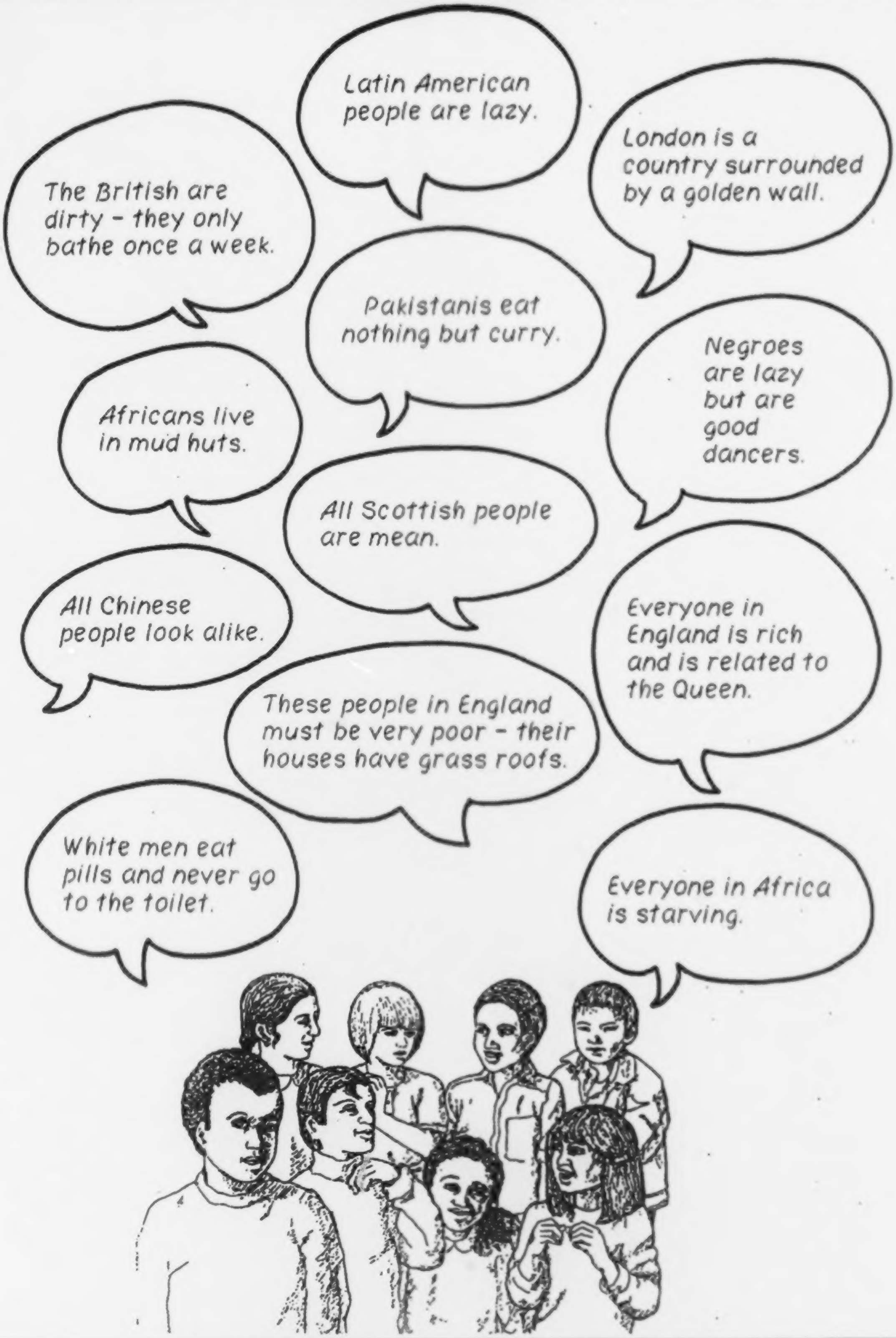
1. ....
2. ....
3. ....

Now, if you could only have one out of the three you have just chosen,
which one would you choose to be the most important?

I would choose..

The new **UN Convention on the Rights of the Child** has a much fuller description of children's rights. It became international law in 1990 and has since been ratified by over 130 countries.

HOW OTHERS SEE US...


Latin American people are lazy.
The British are dirty - they only bathe once a week.
London is a country surrounded by a golden wall.
Pakistanis eat nothing but curry.
Negroes are lazy but are good dancers.
Africans live in mud huts.
All Scottish people are mean.
All Chinese people look alike.
Everyone in England is rich and is related to the Queen.
These people in England must be very poor - their houses have grass roofs.
White men eat pills and never go to the toilet.
Everyone in Africa is starving.

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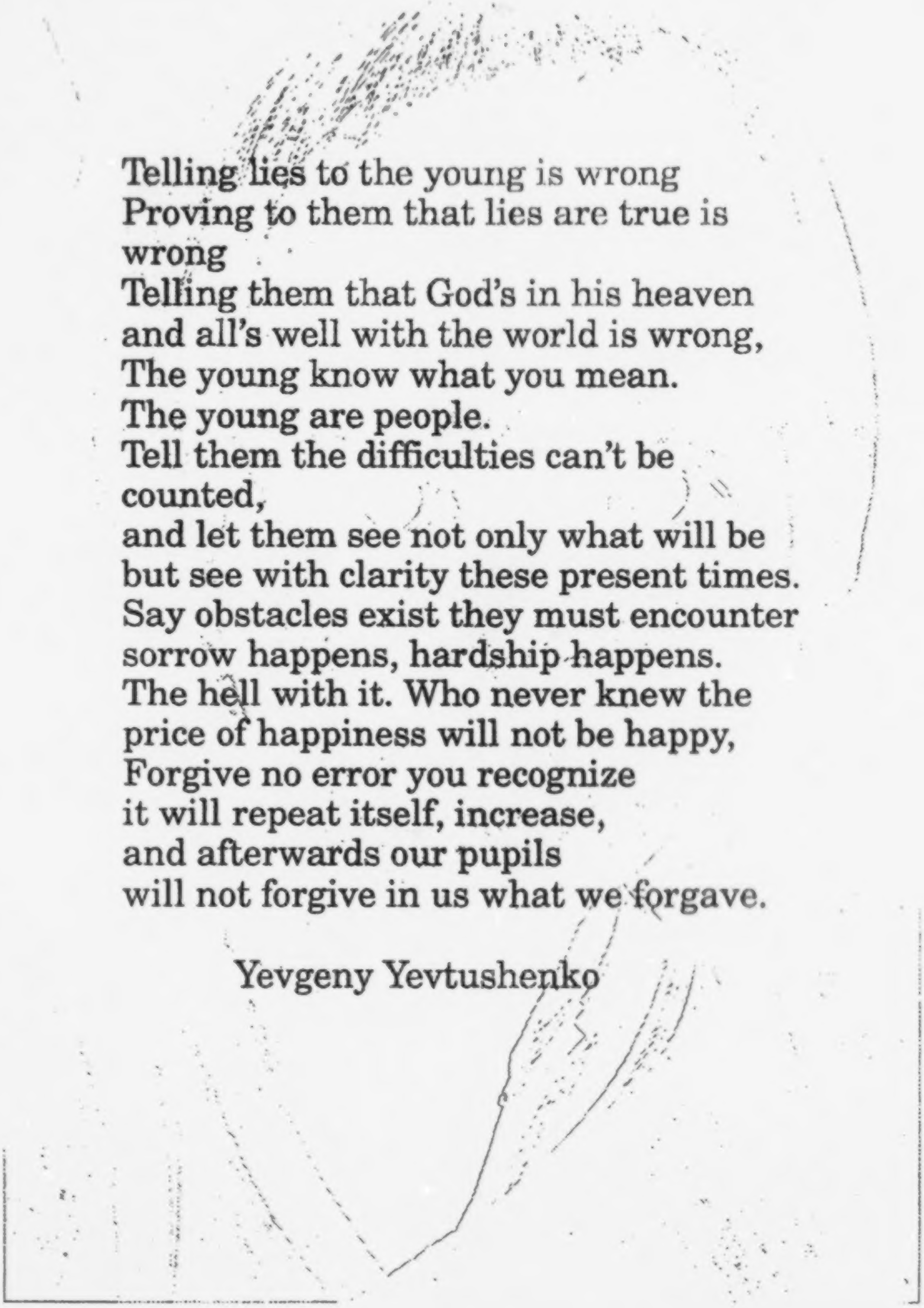

Telling lies to the young is wrong
Proving to them that lies are true is
wrong
Telling them that God's in his heaven
and all's well with the world is wrong,
The young know what you mean.
The young are people.
Tell them the difficulties can't be
counted,
and let them see not only what will be
but see with clarity these present times.
Say obstacles exist they must encounter
sorrow happens, hardship happens.
The hell with it. Who never knew the
price of happiness will not be happy,
Forgive no error you recognize
it will repeat itself, increase,
and afterwards our pupils
will not forgive in us what we forgave.

Yevgeny Yevtushenko

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UNIT B

IDENTITY

"The right to have a name from birth and to acquire a nationality" (Article 7)

"The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties)." (Article 8)

- Carry out a survey of the most popular chosen names in your class/school. (Remember that not all children have 'Christian' names.)

- B1 is an example of how one baby was named. The children could ask at home and then tell the class how their parents chose their name.

- Look up the meaning of names - you may find the books listed in the resources section helpful here.

- B2 describes how names are chosen for children in different societies. After reading this children could describe their own naming ceremonies.

- B3 is about how children are named in Ghana.

- B4 is an account of how a Quiché Indian baby becomes a part of a Quiché community. It is told by Rigoberta, a Quiché Indian from Guatamala who was awarded the Nobel Peace Prize in 1992.

- Often, a lot of importance is attached to physical appearance. Discuss the ways in which people may change their appearance and why they do.

- Working in pairs, children list all the things that identify or help them to know and recognise their partners. These 'identifiers' can by physical - clothing or hair colour, a smile or a laugh - or non-physical - names, nicknames, personality traits or favourite music or food. Have them exchange lists and discuss their 'identities' as defined by their peers.

- Another activity is for the children to draw silhouette 'portraits' of each other using the OHP as a light source. Display the portraits and see if the children can still recognise each other without the help of some of the physical characteristics and colour to help them.

- B5 is a sheet on which children can write about their own names.

- Often, family or school 'nicknames' evolve because of physical appearance or characteristics. Discussion of this would probably include unkind nicknames which are racist or sexist or which pick unkindly on personal appearance. Your school may already have a strategy for dealing with unkind name calling or working through this unit may give you an opportunity to confront and defuse any verbal 'bullying' that is taking place.

- Many people chose to change their names. For example, pop or film stars.
  e.g.
  Harry Webb - Cliff Richard
  Mary Ann Evans - George Eliot
  Can you think of any more?

  People in almost all cultures have a family name by which blood ties and family roots are indicated. This is, of course, the real importance of a child's right to an identity. However this could well be a sensitive issue which you may not wish to pursue with your class, although most children could try to find out about the origin of their family name. e.g. Williamson - son of William.

- Discuss other methods of changing your name e.g. Deed poll, marriage, etc.

- Give each child in your class a large tag with a number on it. Refer to your children only by that number for the first part of a day. It is important that the feedback session, when the children can relate what it felt like to be only known by a number, follows on directly. They could discuss how it would feel if this is how they were known for ever. Younger children may find it difficult to make the transition from the 'game' to empathising with reality and may accept their number quite readily; in which case, don't use numbers but simply refer to them as "you" and "you" and so on.

- Discuss how much your name is part of your identity. Children could make themselves identity cards or passports and decide for themselves which and how much information is given on them.

- Nationality is also part of one's identity and you may need to highlight different cultural groups within the UK e.g. Scots, Welsh, etc to help illustrate this idea.

NAMING THE NEW BABY

Sally looked excitedly out of the living room window. She had put on her favourite dress and brushed her hair, even the back which she found so hard to reach. Sally strained, hoping to see the family's shiny red car turn the corner onto her street. Today Mummy and the new baby would be coming home. Grandma, Grandpa and Auntie Rose had come over to help welcome the new baby home. Even Ruffles, the family dog, seemed to sense the joy in the household. Sally called out happily when she finally sighted the car. Grandma, Grandpa, Auntie Rose and Ruffles came running.

Soon Mummy who was proudly carrying the new baby and Daddy who looked so happy came into the house. Everyone rushed to welcome the newest member of the family. Once everyone was settled the time had come that Sally had particularly looked forward to.....it was time to name the new baby. Sally had a list of pretty names for her baby sister. She had asked her friends for suggestions. Sally had picked names from her favourite story books. She wondered if Mummy would approve of "Cinderella" as a name. Sally thought "Cinderella" was a pretty name.

Before Sally had a chance to suggest "Cinderella", Grandma asked Mummy if the new baby could be named Ruth. Great Grandma, who had died just last year, was named Ruth. Everyone had loved Ruth. She was a kind, warm Great Grandma. Daddy liked "Ruth" for a name.

Sally plucked up her courage and asked if the baby could be called "Ruth Cinderella". Everyone laughed. Even the baby seemed to smile and her eyes sparkled. Mummy said the baby should be called Ruth Ella. Sally was very proud. She had helped to name her new baby sister.

Daddy brought out his camera and took a picture of Sally holding Ruth Ella. Everyone agreed that Ruth Ella suited her. Grandma commented that Great Grandma Ruth would have loved pretty Ruth Ella. The day ended happily and Sally fell asleep dreaming of playing with Ruth Ella.

THE NAMING OF CHILDREN IN DIFFERENT SOCIETIES

Nearly all names have a meaning. and the naming of children is often marked by an important ceremony.

Many people of widely different cultures or religions name their children after a relative, either living or dead, whom the parents wish to honour.

In West Africa names indicate the occasion of the child's birth. If the child was born during the rains, the child would be given a name which means "Rain" or "Water". If the mother was on a journey at the time, the child might be called "Traveller", "Road" or "Wanderer"; if there was a locust invasion when the child was born, it might be called "Locust" or "Famine" or "Pain". Some names describe the character of the person, some a major event in his/her life.

In Bangladesh, when a new baby is to be named, a number of names are written on pieces of paper and each one is placed in front of a candle. The candles are then lit and the name in front of the one which burns longest is the name given to the child.

Chinese people of the Taoist religion often give a baby girl a traditional name of a beautiful flower or tree but a baby boy is often given the name of an animal or a girl's name to protect him from the devils who try to injure boy children. This name is called a 'milk name' and a boy will receive other names as he gets older.

Families who follow the Roman Catholic religion often take names from the Bible for their children e.g. Mary or Maria, Jesus - pronounced Hesus in Spanish-speaking countries - James, John, Sarah etc.

Jewish families also often give their children names from the Old Testament part of the Bible.

Muslim parents often choose a boy's name from one of the 99 names of the prophet Allah. Boys or girls may be named after great Muslim men or women of the past.

Sikh girls and boys may have the same names but boys have the name Singh added, which means 'lion', and the girls have the name Kaur added which means 'princess'. A new baby's name is chosen at a special ceremony. The Sikh holy book, the Guru Granth Sahib, is opened at random. The family chooses a name which begins with the first letter of the first word at the top of the left-hand page.

NAMES IN GHANA

In Ghana children are named after the day of the week on which the child is born. All the names of the weekdays are derived from the names of gods and have a male and female form. The language is called 'Twi'. You could ask your mother or father to list all the members of your family with the day of the week on which each person was born. Then you could give a Ghanaian name to each member of your family.

Days of the week	Name of the God	Male	Female
Monday/Dwówda	Adwo	Kwadwo	Adua
Tuesday/Benada	Akena	Kobna	Abena
Wednesday/Wudúda	Aku	Kwaku	Akua
Thursday/Yáw'da	Ayou	Yau	Yaa
Friday/Fída	Afi	Kofi	Efua
Saturday/Mémenda	Amen	Kwame	Ama
Sunday/Kwasida	Assi	Kwasi	Essi

Source: UNICEF/DANOIS

The oldest Ghanaian traditional midwife (93 years old) with her great great grand-child.

NAMING THE NEW BABY - QUICHE INDIAN, GUATEMALA

"In my community girls are valued because they are part of the earth, which gives us maize, beans, plants and everything we live on. Nevertheless, the community is always happier when a male child is born and the men feel much prouder.

Our customs say that the new-born baby should be alone with its mother in a special place for eight days, without any of her other children. Her only visitors are the people who bring her food. The community takes over all the household expenses for these eight days and the family spends nothing.

After eight days, the baby's purity is washed away and it's ready to learn the ways of humanity. The mother's bed is moved to a part of the house which has first been washed with water and lime. The mother has a bath and puts on clean clothes. The child is also washed and dressed and put into the new bed. There's a big lunch in the new baby's house for all the community. This is to celebrate its integration "in the universe", as our parents used to say.

When the child is forty days old, it becomes a full member of the community. This is its baptism. All the important people of the village are invited and they speak. The parents make a commitment. They promise to teach the child to keep the secrets of our people, so that our culture and customs will be preserved."

Source: UNICEF Photos by Nagata

ME AND MY NAME

My name is ....

How my first name was chosen ....

....

....

My name means ....

How I feel about my name ....

....

....

If I could call myself anything I like, I would choose to

call myself...because...............................

....

My family name is..

This is what my family name means

....

....

....

....

PHOTO

UNIT C

CHILDHOOD

Article 1 of the Convention defines a child as: *"All persons under 18, unless national law grants majority at an earlier age"*

- You might like to collect songs, rhymes and stories about children and childhood as part of your work on this Unit e.g. "Monday's child is full of grace.....etc".

- C1 suggests that children begin to define their own differences between being a child and being an adult.

- Discuss the changing status of the child - in the classroom - in the family.
  Talk about taking responsibilities (e.g. at home - for a pet or a younger sibling and at school - for welcoming visitors, answering the 'phone).

- Look at organisations for children such as brownies, guides, scouts, Woodcrafters and so on. Why do they exist? What do they teach?

- The children could interview adults to find out how different people remember their childhood. Ask about their earliest memories, their worst memories and their happiest memories.

- Using these memories, which may include memories of going to work at a very young age, look at how the concept of childhood has changed in recent years.

- C2 is an extra resource which can be used here.

- Look at examples of children's lives worldwide. Here are a few facts:
  - In many countries it is not compulsory for children to go to school at all.
  - In some countries children can be married at the age of 10.
  - In some countries, boys of 12 or even younger are recruited into the army.
  - In some countries children start work in factories at the age of 8 or under.

- C3 is the story of 'Meena's Day' to illustrate the very different life of a child overseas; and the following article which appeared in the Times Educational Supplement of 04/08/89 shows that there is a parallel in the UK today.

  'Exhausting Round' by Brian Bell
  By 9.30a.m. Wayne was already flagging. Tired and listless, he blinked a lot and often rubbed his hand over his face. He struggled on without either interest or enthusiasm. By early afternoon the sun was shining brightly through the classroom windows. Wayne sat hunched forward over his desk supporting his head in his arms as he struggled to keep himself awake. By 3p.m., head cradled in his arms, he was asleep. At 14, Wayne is one of thousands of youngsters up and down the country who spend their days in school teetering on the edge of exhaustion. Late nights, 24-hour television, satellite TV, the video revolution may all play a part but the most tired pupils in schools are, surprisingly, not those whose leisure pursuits keep them awake but rather those with part-time jobs which leave them tired and unable to concentrate. There are strict controls on the kind of work young people can do and on the number of

hours they are allowed to work. These controls are aimed mainly at the under 16s, and are designed to safeguard their health and welfare, prevent interference in their education and protect them from exploitation. Though general laws lay down basic restrictions, local education authorities can impose bye-laws and so the restrictions can vary from area to area.

A typical set of bye-laws may indicate that children are only allowed to work from 7 to 8a.m. or 5 to 7p.m., and a maximum of two hours a day during school days. Saturday or holiday working permits a maximum of four hours a day if under 15, eight hours if aged 15 or 16. No work is permitted before 7a.m. or after 7p.m..

At 14 Wayne, with parental knowledge, begins work at 4a.m.. During the winter, if there are difficulties with snow he may start work even earlier. He is late for school most mornings after delivering milk for four or five hours and earning £3.50.

While there are nowhere near as many children "on the milk" as there are "on the papers" there are enough to give cause for concern. It is illegal for children to deliver milk at the time it is delivered but a "blind eye" is frequently turned on such breaches.

The milk float in question is not the familiar slow battery-powered vehicle. This one is a flatbed, diesel truck and the round is big, around 300 gallons or 100 crates. The boys hang on, rain, hail or shine, to the bar at the rear of the vehicle and hop off nimbly with a full bottle carrier when the truck slows.

Under these conditions the boys' health and welfare is suffering. He is permanently uninterested because he's too tired to be otherwise.

Health and welfare is also implicitly concerned with safety and despite protestations from Wayne himself, hanging on to the back of a truck, jumping off that truck with full bottles, jumping back on with empty bottles, is neither safe nor healthy.

Wayne does not think beyond the age of 16 when the milkman has promised him a job but he does not realize that at 16 he'll be too old because he'll be too costly. Wayne's exploitation will cease when he realizes that £3.50 a day is peanuts. Someone else's exploitation will begin when, at 13, 14 or 15, £3.50 a day sounds a hell of a lot. There'll be no shortage of volunteers once Wayne and friends have gone.

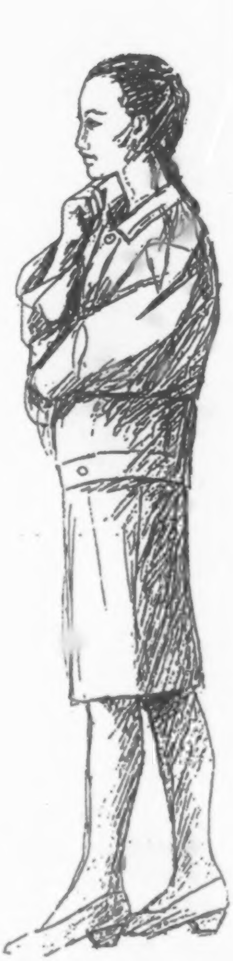
What there will be is a continued shortage of concerned, questioning parents; of prosecutions under child employment laws; and of part-time employers getting away with the same sort of thing and getting rich at it.

(You will find more information about child labour and exploitation in the book about the PROTECTION Articles.) Use these as a basis for discussion about child labour.

* C4 is a sheet to help the children interview adults about the hopes and fears for the future they had when they were children. Children could discuss the different influences and pressures which helped shape these adult's lives and what may affect their own hopes and fears for the future.

* Children could write down or in some other way illustrate what their idea of an ideal world for children would be. (World Studies 8-13 has a chapter about the World Tomorrow.)

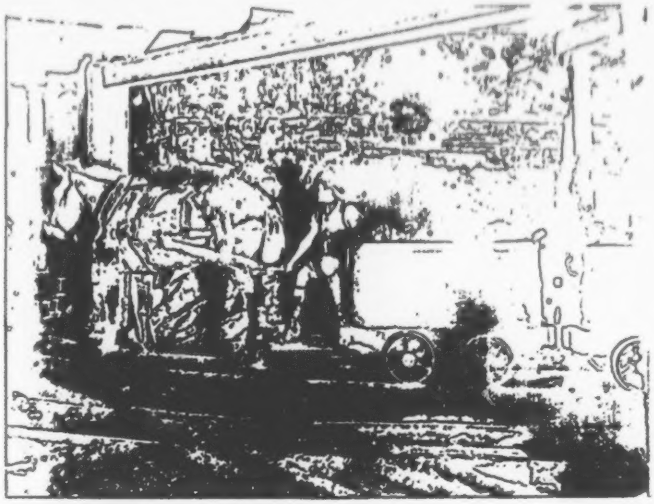
WHAT'S THE DIFFERENCE?

A Child	An Adult
	

These are some of the memories of people who remember being a child in England in the 1930s (that's 60 years ago).

Working the coal

**"I went down the pit the week after I left school.
I was put straight on to pony driving. It was very hot.
You had to put your lunch in a metal box or the mice would eat it."**



Source: Beamish

**"We had to collect the coal from the station. We weighed a hundredweight of coal for each bag.
A big horse called Jumbo pulled the cart."**

Source: Beamish

**"I worked in a grocery shop.
We served each customer in turn.
They had to wait while we weighed up the butter, cheese, tea and sugar".**

....and from someone who worked in Low's Chemist in South Shields in 1934.......

**"We used to have a little machine to make our own pills. There were no magic drugs like penicillin.
It was always cold in our shop. We kept the door open all day in case of infection."**

Source: The Hulton Picture Company

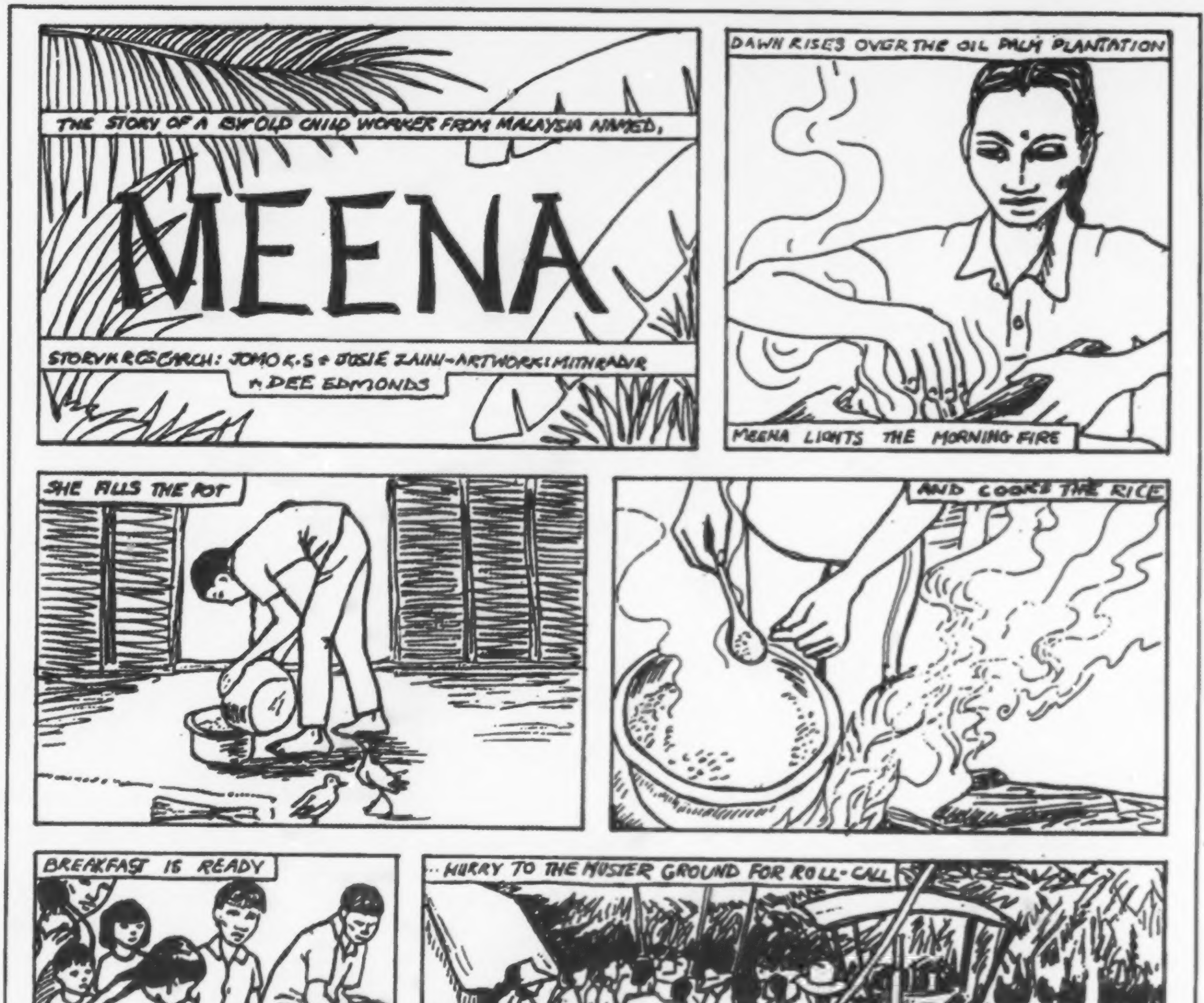
"I was top of the class, and I really wanted to go to the grammar school. But Mum wanted me to start work and earn some money, so I got a job at Woolworth's. I liked my work."

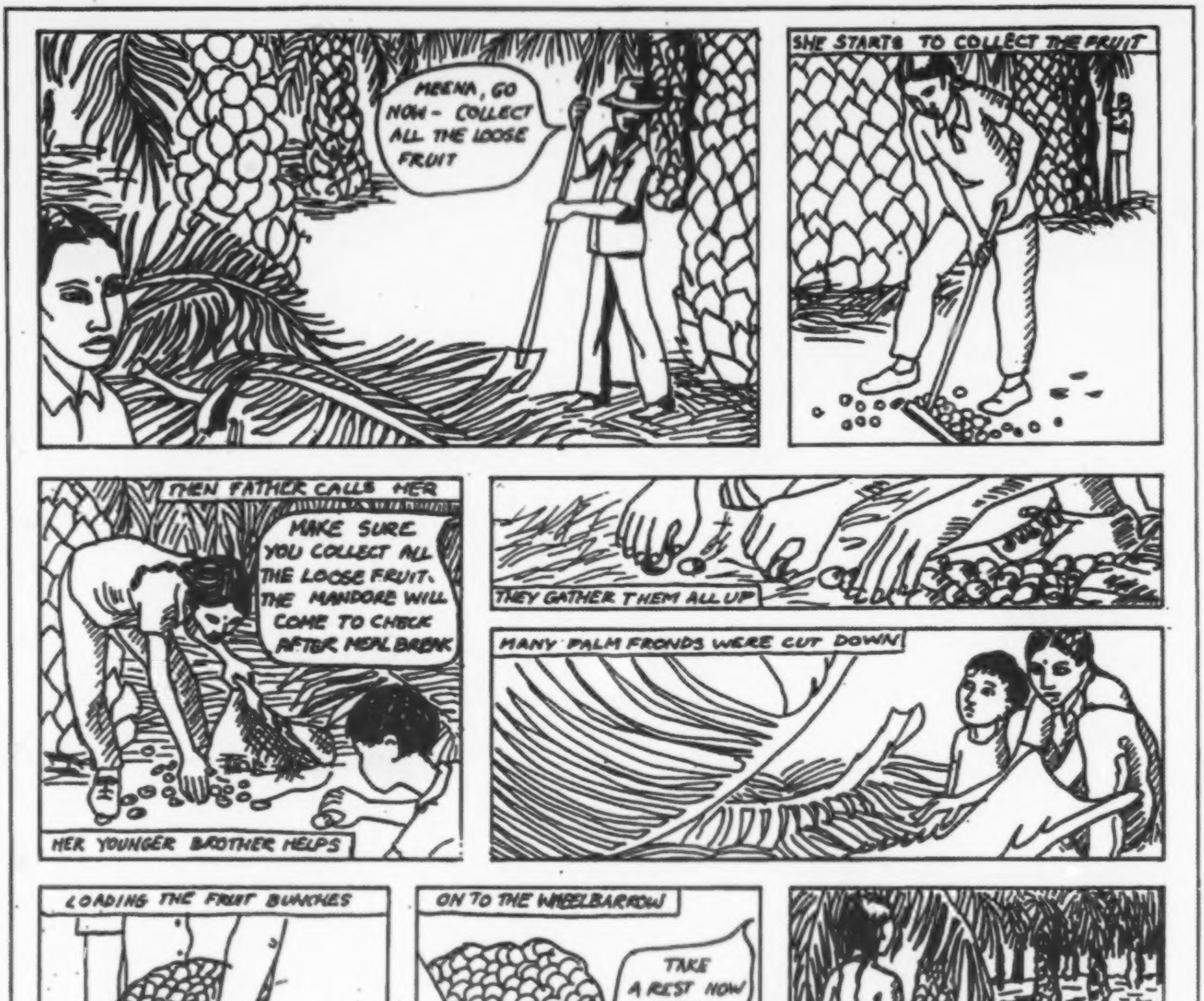
Source: The Hulton Picture Company

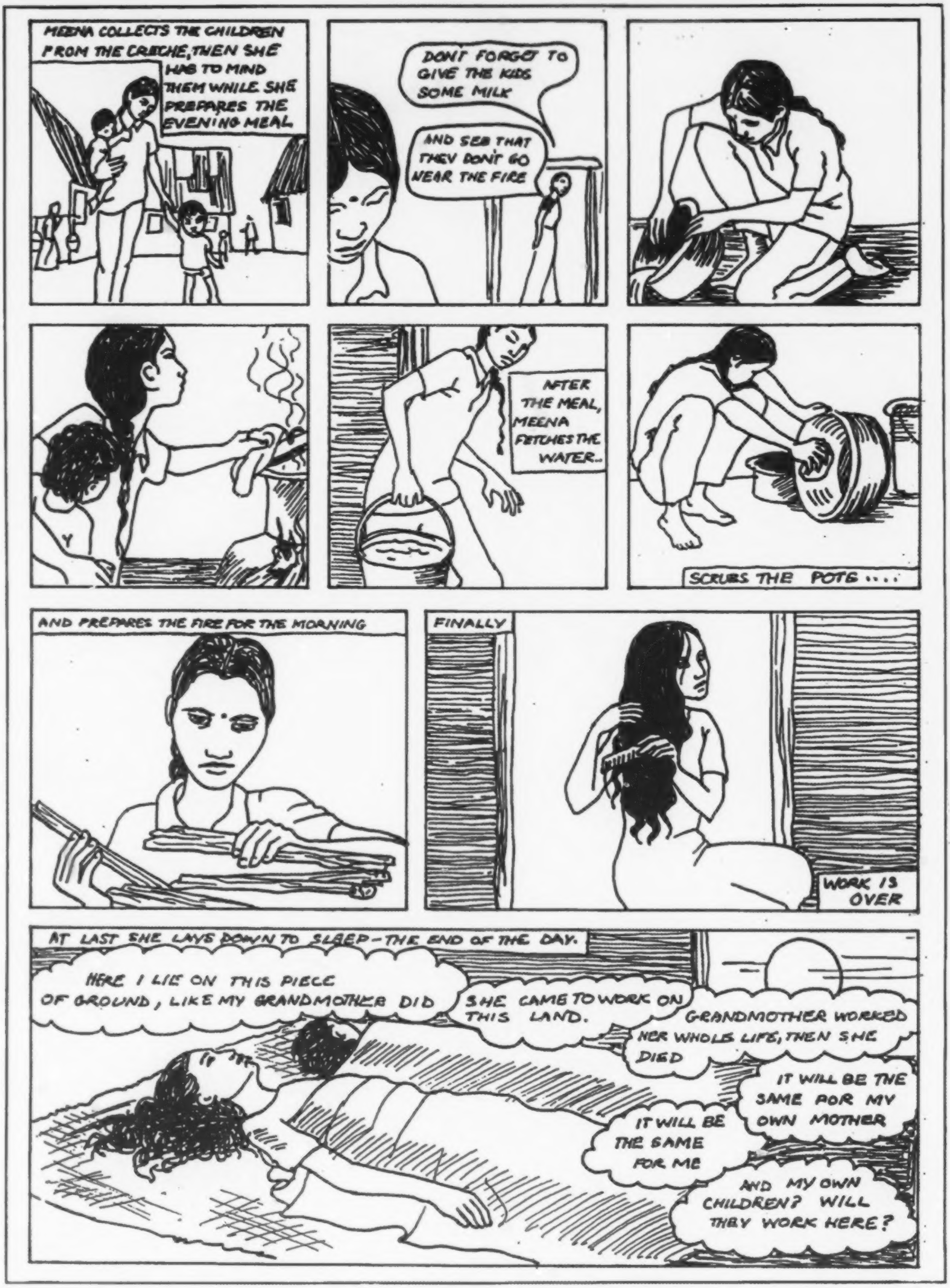
"I wanted the job of page boy in a hotel because I got new shoes and a smart uniform. We had to keep the brass buttons clean.We wore our caps all the time. When I got too tall I went to be a boy waiter.

.....and in the country......

"I used to work along with the men, doing the same work, but I only got half as much pay. We used to go along in a crowd looking for work.
Fruit picking was hard on your back."


THE STORY OF A 15Y OLD CHILD WORKER FROM MALAYSIA NAMED,
MEENA
STORY & RESEARCH: JOMO K.S & JOSIE ZAINI - ARTWORK: MITHRADIR & DEE EDMONDS
DAWN RISES OVER THE OIL PALM PLANTATION
MEENA LIGHTS THE MORNING FIRE
SHE FILLS THE POT
AND COOKS THE RICE
BREAKFAST IS READY
THE FAMILY EAT. THEN.....
...HURRY TO THE MUSTER GROUND FOR ROLL-CALL
MEENA TAKES THE LITTLE KIDS TO THE CRECHE
THEN RUNS TO JOIN HER FAMILY
OKAY, THIS TEAM: GO TO FIELD 6
THEY CLIMB ON TO THE TRAILER
AND GO INTO THE PLANTATION


MEENA, GO NOW - COLLECT ALL THE LOOSE FRUIT
SHE STARTS TO COLLECT THE FRUIT
THEN FATHER CALLS HER
MAKE SURE YOU COLLECT ALL THE LOOSE FRUIT. THE MANDORE WILL COME TO CHECK AFTER MEAL BREAK
HER YOUNGER BROTHER HELPS
THEY GATHER THEM ALL UP
MANY PALM FRONDS WERE CUT DOWN
LOADING THE FRUIT BUNCHES
ON TO THE WHEELBARROW
TAKE A REST NOW MEENA
BUT SHE CARRIES ON WORKING
SHE PUSHES THE HEAVY WHEELBARROW TO THE ROAD
AND UNLOADS THE FRUIT BUNCHES AT THE ROADSIDE
MEENA WORKS ALL DAY UNTIL FINALLY.......
THE TRACTOR COMES
TIME TO GO HOME


MEENA COLLECTS THE CHILDREN FROM THE CRECHE, THEN SHE HAS TO MIND THEM WHILE SHE PREPARES THE EVENING MEAL
DON'T FORGET TO GIVE THE KIDS SOME MILK
AND SEE THAT THEY DON'T GO NEAR THE FIRE
AFTER THE MEAL, MEENA FETCHES THE WATER..
SCRUBS THE POTS ....
AND PREPARES THE FIRE FOR THE MORNING
FINALLY
WORK IS OVER
AT LAST SHE LAYS DOWN TO SLEEP - THE END OF THE DAY.
HERE I LIE ON THIS PIECE OF GROUND, LIKE MY GRANDMOTHER DID
SHE CAME TO WORK ON THIS LAND.
GRANDMOTHER WORKED HER WHOLE LIFE, THEN SHE DIED
IT WILL BE THE SAME FOR MY OWN MOTHER
IT WILL BE THE SAME FOR ME
AND MY OWN CHILDREN? WILL THEY WORK HERE?

SOME QUESTIONS TO HELP YOU INTERVIEW A GROWN-UP.

On.....................................day I interviewed..(their name)

When you were a child, what did you want to do when you grew up?

Did you change your mind? What made you change your mind?

What did you do when you left school?

If this is different from what you wanted to do, why?

If you had another chance, would you do the same thing again?

What would you change?

UUC 81

UNIT D

EDUCATION

The Convention states that it is:

"The child's right to education and the States' duty to ensure that primary education at least is made free and compulsory as soon as possible. Administration of school discipline to reflect the child's human dignity." (Article 28)

Primary education has been available and free in the UK since the Education Act of 1876 which made it compulsory for all children to attend school until they were 12 years old. Today the law requires that all children between the ages of 5 and 16 shall have full-time education. 14% of public expenditure in this country is spent on education each year, but before 1833 the state spent nothing, leaving it to individuals and to private charity. Today it is an essential social service. Unhappily this is still not the case in much of the so-called 'Third World' where economic restrictions frequently inhibit countrywide provision of buildings, teachers and equipment.

The 1990 State of the World's Children Report says:

"In the 37 poorest countries spending per head on schools has declined by approximately 25% in the last decade. Capital spending, including expenditure on books and writing materials, has come to a halt in many nations and thousands of teachers have left their posts after months without being paid. After decades of educational expansion in the developing world, the goal of universal education has receded in the decade of the 1980 s."

* D1 is two stories of children in very different parts of the world and the access they have to primary education. Both stories should raise several discussion points with your pupils - in particular, how much effort would *they* make to come to school?

* D2 is two first-hand accounts of early experiences of school - one from Malaysia and the other from Cameroon. Children could then go on to discuss the following:

- In what ways were these two girls' experiences of starting school similar and in what ways different from their own?

- The right to go to school means the right to have a future place in society. Do you think these girls could see the importance of school when they first started?

- We know these girls' experiences because they have been to school. Both of them have learned to speak and write in English (which is not the first language of either of them). How else could we find out what young people who have not been to school think about school learning?

- Your class could go on to conduct interviews with a tape recorder amongst their friends, parents, grandparents, etc about their first memories of school. They could also describe their own memories and build up a story and present it in cartoon form.

* If your school is particularly old, it will be of special interest to look at the early log books.

- In Victorian times there were many different kinds of schools - your children could try to find out all their names.

Victorian children who attended the Church Schools were better taught than many who attended the Dame Schools. These were run by old ladies, who taught in their front parlour, where often they had no proper seats, desks, or books. At a particularly bad Dame School a government Inspector found:

> "....31 children, from 2 to 7 years of age. The room was a cellar about 10 feet square and about 7 feet high. The only window was less than 18 inches square and not made to open. Here they sat, totally destitute of books. The only remaining instruments of instruction possessed by the dame, were a glass-full of sugar plums and a cane by its side."

- You could follow this up by arranging a simulation of a Victorian classroom. This could take a whole day and involve the rest of the school as well as older members of the local community, who may well remember school to be not unlike your simulation!

Source: Jackie Chapman

Part of the aim of this Unit is to encourage children to think about the importance of education in their lives and to consider how important is the right to free and compulsory primary education for every child?

- Pupils could spend a(n imaginary) day in town and then list all the ways in which skills such as reading and simple arithmetic are so important in everyday life. e.g. reading signs, advertisements, bus time-tables; checking your bill and your change; and so on.

- D3 is a sheet on which children could itemize their activities on a typical day at school, and one out of school and consider if they didn't ever come to school at all, how different would their life be? What would they do all day? (One way of emphasising this point would be to photocopy the lower half of Activity D3 many times and re-presenting it to the children over and over again!) This activity can be used to stimulate discussion about the purpose of education.

  They could also think about what their life would be like if they and their parents had never been to school?

- You may wish to read the following account about an illiterate adult to your class, to stimulate discussion about the importance of literacy. (You could also look at the case of Manuel's mother in D1).

  Linda is a 40 year old housewife. She lives is a suburb not far from the city, has a part-time job, and her favourite hobby is reading.

  But, five years ago, Linda was not able to read and write at all. Neither her husband nor her two children were aware of her problem. "I was illiterate," she smiles, "although at that time I didn't even know the word."

  Linda grew up in a little village. Her parents owned a small farm. She went to primary school and did not do well at all, but her teachers and parents could not be bothered to give her extra help. When she finally left school at 14, nobody realised that Linda was unable to read or write.

  She helped on the farm and in the household. When on her wedding day she had to sign the marriage certificate, she just scribbled something on the paper. Signatures almost always are illegible, aren't they?

  Her husband never suspected anything. Linda always pretended not to be interested in books, newspapers and magazines. If she had to read something outside her own house she always said she had left her reading glasses at home and asked someone to read it to her.

  But slowly she began to be troubled: she could not read bedtime stories to her children; she could not help them with their homework; she could not even write a shopping list. And above all she grew tired of always looking for an excuse. Linda laughs: "I felt so embarrassed, but I would not let somebody in on my secret at any price."

That would have been even more painful. Five years ago an attentive teacher of one of her children noticed Linda's problem and discussed it with her. As a result, Linda took evening classes where she was taught to read and write. After her initial relief that all the pretending was over, and more important, that she was not the only illiterate adult, came the joy of learning.

To be able to make words out of what always was just a mass of inaccessible signs, seemed like a miracle to her. She took more courses and even found herself a job as a part-time secretary. "I feel so good, so independent," says Linda, "I can talk with my family and other people about so many things now - I am learning more every day."

But of course education is not just literacy. The content and nature of education must guarantee not only the all-round development of each child but also enhance each child's natural talents. Many countries emphasise the links between life, learning, and work, as in the temple schools in Buddhist countries and the Koranic schools of the Muslim world. In traditional societies education is not based on 'schooling' - children learn everything necessary for everyday life by taking part in it.

"The State's recognition that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for the basic human rights and developing respect for the child's own culture and national values and those of others. The development of respect for the natural environment." (Article 29)

Schools in Denmark are obliged by law to "prepare pupils for co-determination of our democratic society so that they can assume co-responsibility for seeking solution to common problems. Freedom of expression, intellectual liberty and democracy must therefore be the foundations."

Our own National Curriculum guideline 'From Policy to Practice' published by the DES says that:

"The foundation subjects are not a complete curriculum......the whole curriculum for all pupils will certainly need to include.........careers education guidance, health education, personal and social education, and gender and multicultural issues..........The same is true for a range of themes which might be taught in a cross-curricular way, such as economic awareness, political and international understanding, and environmental education."

Different countries place different emphasis on what is taught in their schools.

E.g. agriculture and farming
horticulture and gardening
civics or citizenship
government and constitution
income-generating crafts
animal husbandry
fish farming
philosophy
forestry
building skills

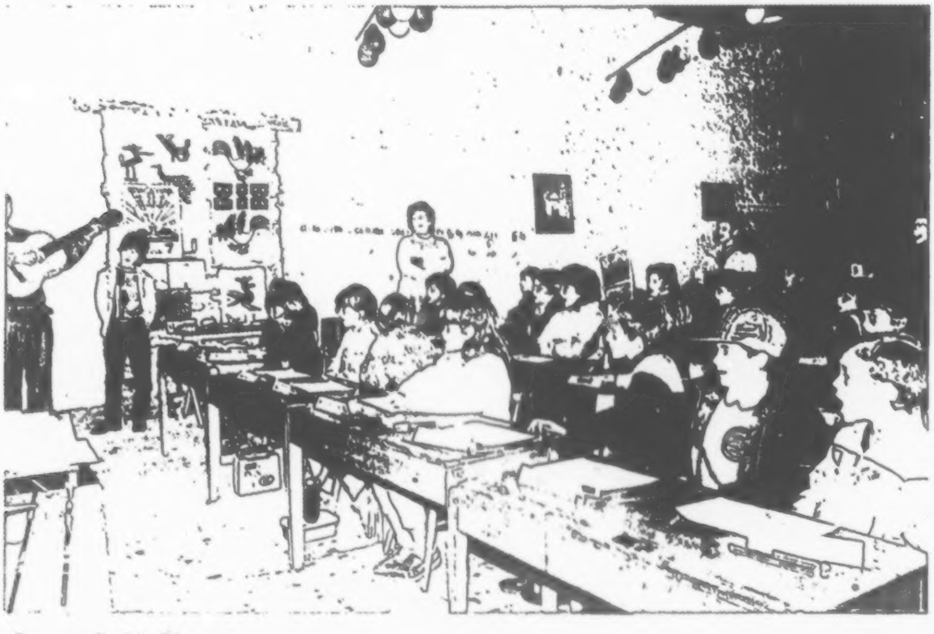
* Children could discuss what they think they **should** learn at school. What part should school play in preparing them for life as an adult?

- Many children today attend school where the teachers speak in a different language. You can set up a situation to simulate this experience.

  Find someone who can speak a foreign language fluently and introduce them to the class as their teacher for the day/morning. Spend the first 10 - 20 minutes (depending on the age of the children) entirely speaking in the foreign language. Make sure you spend time on a feed-back session straight away.

Here's an account of this sort of activity which becomes part of a simulation of a schoolroom in another country. You may find it helpful should you decide to organise a similar event yourself. (More details can always be obtained by contacting the Oxford DE Unit at Westminster College, Oxford).

> In Oxfordshire, every year, as part of the Oxford-Nicaragua Link Association's activities, schoolchildren take part in a simulation of a Nicaraguan schoolroom.
>
> It takes place in an old stone barn, which is ideal from the point of view of setting the 'right' atmosphere. The LEA kindly lends the organisers enough old classroom furniture for about 36 children and it is arranged in rows facing the blackboard. Around the walls are a few political posters and one or two learning stimulants such as alphabet cards (all in Latin-American Spanish of course). The children are greeted by their 'teacher' for the day who speaks nothing but Spanish. She calls the role and each child learns to answer in Spanish to the name given to him/her on a card on each desk.
>
> After role call there is a short lesson either in mathematics, the alphabet, or the geography of Nicaragua (all in Spanish) and, according to the age of the children, about 20 - 30 mins later, the 'teacher' comes out of role and speaks English. This is where the class's own teacher joins in - he/she helps with the feed-back session about how the children felt not understanding the 'teacher' and how authentic the simulation is.



Source: Jackie Chapman

At break time the children enjoy a drink of 'fresco' (Orange juice, sugar and water) out of a plastic bag (the way it is enjoyed by people in the streets of Nicaragua) and afterwards they carry on with work prepared by their own teachers on aspects of life in Oxford's twin town of Leon. Slides and photographs are available at this stage along with examples of Nicaraguan food and artefacts.

The session finishes off with songs or games in Spanish and if anyone in the class has or has recently had a birthday, everyone enjoys a piñata, which is a traditional birthday activity, and sings 'Happy Birthday' in Spanish.

"Administration of school discipline to reflect the child's human dignity." (Article 28)

* You may be able to discuss the concept of the 'child's human dignity' with your class. What do they understand it to mean? Check on your own school's policy on discipline - refer to old punishment books if your school is very old. You may like to point out to your class that corporal punishment has been banned in most European schools, but is still practised in the USA and some other countries.

* D4 is for the children to make up their own school rules and decide what they would do to punish anyone who breaks their rules.
You could extend this activity to include a discussion about 'enforcing' a bill of human rights like the Convention on the Rights of the Child. How can the United Nations encourage countries to fulfill all the Articles? e.g. What do you do about countries which accept the Convention whilst registering reservations about certain articles? Do they think some rights get ignored more often than others? Why? What reasons might transgressors give?

MANUEL - NICARAGUA

Manuel wouldn't miss school for anything - even though he spends four hours a day travelling!

Manuel leaves his house at 5a.m. every morning to catch the first of two buses which will take him within walking distance of his school. He arrives home again at 5p.m.

"When I get home," Manuel says, "I help my mother, eat some dinner - and go straight to bed." There is no time for him to chat or play with friends.

Manuel's mother, Elsa, is also studying, trying to make up for lost time. She grew up when the Somoza dictatorship, which lasted 45 years, allowed the majority of the population to remain illiterate. As soon as the Sandinista government gained power in 1979 it started a second revolution - a massive education programme. This had the slogan: 'Alfebetizacion es liberacion' - 'Literacy is liberation.'

Over the next five years they built 4,000 classrooms and 96,000 volunteers travelled the country teaching people of all ages to read. In just six months in 1980 the illiteracy rate shrank from 50% to 12%.

The years of war against the Contras diverted money away from education. Now that peace has been regained the drive for universal literacy and education is again a priority for the government.

Would you make as much effort to get to school as Manuel does?

Source: RTVE

88

FATIMA AND AISHA - THE DEMOCRATIC YEMEN

Fatima and Aisha live in a village in the mountains of the Democratic Yemen. They live in the same village but lead very different lives.

Fatima is 10 years old and the oldest of five brothers and sisters. At 4 a.m. she gets out of bed with her mother and her day begins - first sweeping out the house and helping to prepare food for the day. When her eight month old brother begins to cry she hoists him up onto her hip to comfort him. At daybreak she straps a water barrel to her back to go to the nearest well, which is down the mountainside. All water has to be carried up the rocky track and Fatima will make several trips a day. Fatima will spend the whole day on household chores.

Fatima's father is far away working in Kuwait. He visits his family once a year. He writes to his family but none of them can read and they have to take the letter round to their neighbours to have the letter read out loud.

Aisha lives in the same village and starts her day in a similar way to Fatima. She also helps her mother with the housework and cooking and cares for her younger sister. But when her chores are done she runs to join her girl friends for the two kilometre walk to Unity Primary School.

Aisha is one of the lucky girls in the Democratic Yemen. Her family have recognised that it is as important for her to go to school as it is for their sons. Girls make up only 28% of the children enrolled in the first eight years of school although the government is working hard to change this.

A national literacy campaign in 1984 enrolled 187,000 adults, 77% of them women, but the best way to improve women's literacy in the long run is to ensure that more girls attend school.

But at present the future for Fatima and Aisha looks very different. Could you describe the future for Fatima and Aisha?

Source: UNICEF/Dabbakeh

FIRST EXPERIENCES OF SCHOOL

How well I remember the day I proudly donned a dark blue pinafore on top of a spotless white blouse. It was an eager seven year old who marched to school then. The school where I was registered as a first grader was made out of four blocks of buildings, each divided into small classrooms. Rows of neatly arranged desks and chairs filled up every room, while colourful charts and pictures decorated the walls. I was placed in a room together with many other girls of my age.

Suddenly....... 'Silence, little buffaloes!!'......The happy chatterings ceased immediately. Forty seven small bodies huddled close together and peered timidly at the towering figure who stood before them. Our principal she was and respect her we had to.

School turned out to be just as fun as I had imagined. There was always something new to learn. In the lower primary, we were taught to read, write, solve simple arithmetical problems and the basic principles of science. It's hard to forget the exasperated voice of my English teacher, trying desperately to drum some tenses into her young, dreamy pupils. "Children, PLEASE.....she *goes* , he *goes*, but I *go!*"

Bee Leng from Malaysia, South East Asia

Source: Liba Taylor

Being a child from the interior villages of Africa, I thought that school was designed for those who hated hardship and had great love for pleasure. I saw that many of my age-mates were not carrying babies but going to school.

The Miss asked me to sit with a boy and of course this was very strange for I had never sat with a boy before. I refused and stood there till long break. After a month school started to bore me because our teacher was a very wild and hatesome somebody. I thought I was going to paradise, but I was beaten terribly!

Florence from Cameroon, West Africa.

MY DAY AT SCHOOL

Name...

Morning	Afternoon

MY DAY AT HOME

Name...

Morning	Afternoon

If you were in charge of your own school, what rules would you make and what would you do if people broke those rules?

Name of school..

Rules	Punishment for breaking rules
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....

UNIT E

CULTURE, RELIGION AND LANGUAGE

'The right of children of minority communities and indigenous populations to enjoy their own culture and to practice their own religion and language." (Article 30)

We can interpret this article in two ways:

a)by ensuring that any children from minority communities in your class can enjoy the opportunity to practice and take a pride in their own culture, religion and language;

b)by creating an awareness of other cultures amongst your children in the hope that it will lead to tolerance and understanding of others.

Perhaps the most obvious methodology is to ensure that other cultures or religions are represented in class or school assemblies, activities such as cooking, creative arts, language. Some ideas are given below.

Before assuming knowledge of other cultures, do we really know a) what we mean by 'culture' and b) what constitutes our own culture?

* Ask the children to fill a box (either literally or metaphorically) with objects which, to them, represent their own culture.

* Imagine that this country were invaded and taken over by another country and its people: one that forbids the use of any other language or culture than its own - one which forbids the practice of religion, festivals, or anything cultural. Brainstorm with the children all the things they would have to give up or do in secret. Children could be asked to express how they would feel. Some children may have real-life experiences to contribute.

* E1: 'Our Word House' is an activity which shows the wide range of origins of the 'English' language.

  To participate in this activity, each pair of children will need

  A photocopy of 'Our Word House'
  A dictionary
  A different family word card each session
  The corresponding coloured pencil or crayon each session
  Pencil and paper

  This activity may be spread over several days. Pupils should work in pairs or small groups and complete one word family card per day. Their task is to find each of the words from their family card on the word house and colour it in with the corresponding crayon (each family word card has a colour code). Also, if the word is not familiar to them, they must look it up in their dictionary and then write a sentence for each word which explains its meaning.

  N.B. While the selection of words from each cultural group has been made in good faith, they may not all stand up to detailed etymological study. This is not important in the context of an activity such as this which is primarily to do with appreciating the rich international flavour of the English language. Children will probably be surprised at the 'foreign' origin of words that they take for granted. This exercise is also useful for extending vocabulary and practising using a dictionary. This activity is taken from 'World Studies 8-13' which also gives alternative ways of using the game.

* The game 'Bafa Bafa' is published by Christian Aid and, in its entirety, may be too complicated for this age range. However, it can be adapted and simplified.

The basic requirement of the game is to simulate two different cultures and then arrange for 'visitors' from each culture to be exchanged. These exchanges result in impressions and observations being taken back to the home culture. Each culture has its own set of rules (which can be as simple as touching your nose each time before you speak) and it is up to the visitors to learn these rules in order to pass them on to their own people.

There are many different uses which the game can serve if careful thought is given to the questions and topics which will be discussed in the debriefing. However, in almost all cases the following questions should be asked before going on to the task of relating the experience to more specific objectives.

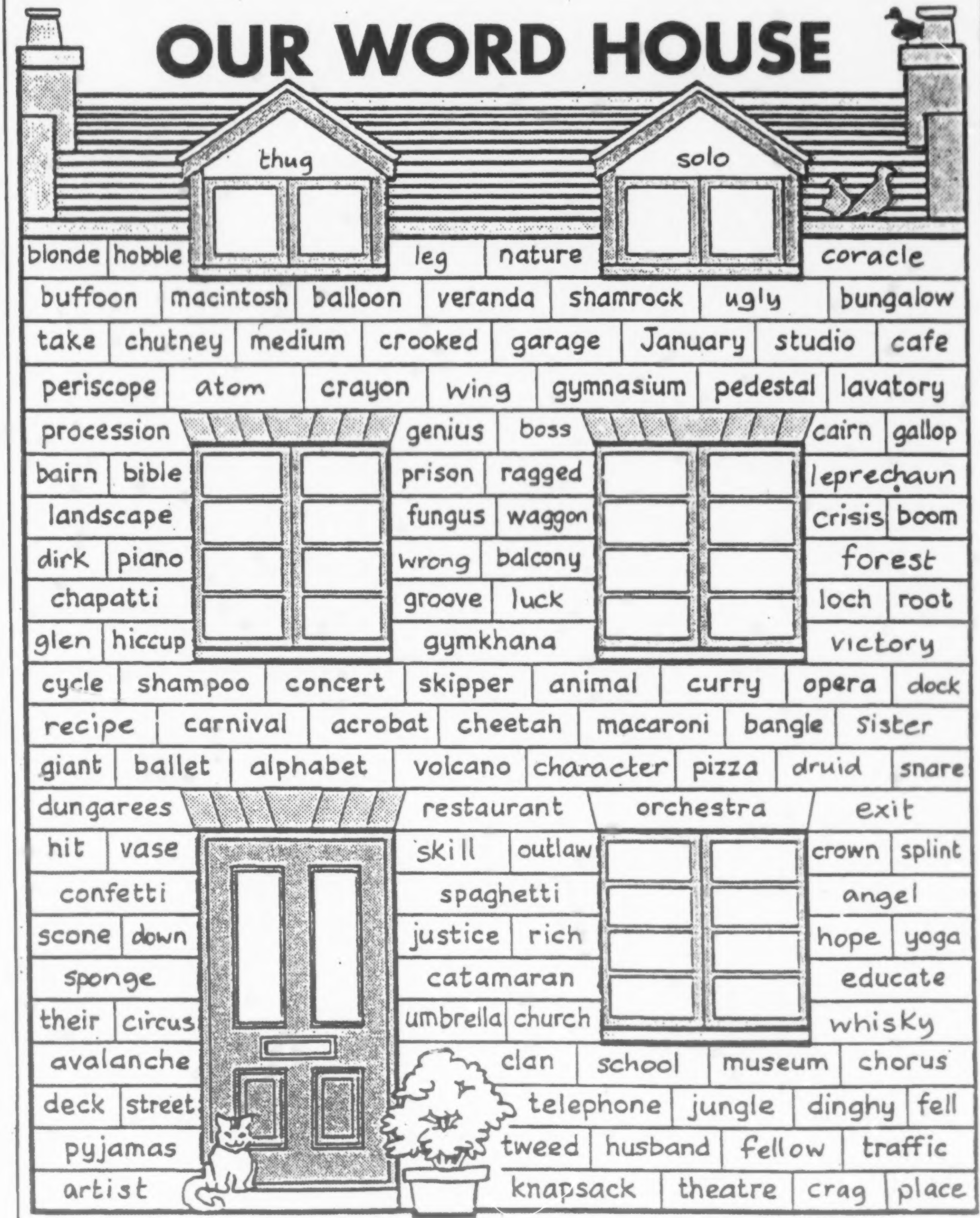
1. Ask the members of a) group to explain the b) group culture.
2. Ask the members of b) group to explain the a) group culture.
3. Ask the members of a) group how the b) group visitors appeared to them.
4. Ask the members of b) group how the a) group visitors appeared to them.
5. Ask the members of a) group to describe their feeling and thoughts when they visited the b) group culture.
6. As above, but vice versa
7. Ask a member of b) group to explain the b) culture.
8. And a member of a) group to explain theirs.
9. Ask members of each culture in which culture they would prefer to live and why.

* Linking with people from different parts of the world is a very good way of learning about them. Find a way to correspond with a school or class initially in another part of this country (which is fairly easy to arrange) and then, if possible, set up a link with a school or community in another part of the world. Learn from each other the differences and similarities between you. You may find 'School links International' a useful resource.

* Eventually it may be possible to exchange visits and visitors with your link partners.

* Use the local community to tap the wealth of cultural diversity in your own neighbourhood.

OUR WORD HOUSE



based on *The People GRID*, Oxfam and Cockpit Arts Workshop)

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The Trigg Family

(Colour code: Red)

SCANDINAVIAN

The Scandinavians (Norwegian and Danish) came to Britain in the 8th, 9th, and 10th centuries. They settled in the north and east. Many Scandinavian place names survive today: e.g. those ending in -by, -fell and -beck.

snare
crooked
hit
husband
take
ugly
luck
skill
wing
wrong
outlaw
fell
leg
their
sister
rich
root
ragged

The Dammers Family

(Colour code: Yellow)

DUTCH

The Dutch (from the Netherlands) have long traded with Britain. Many people from The Netherlands came to live and work in England. Among them were weavers, artists and people who drained the fenlands.

hobble
dock
hope
wagon
splint
luck
groove
boss
scone
landscape
deck
knapsack
skipper
rich
hiccup
boom

The Ifans Family

(Colour code: Black)

CELTIC

The Celts were amongst the earliest inhabitants of Britain but later settlers drove them into the western and northern margins of the country. The Celtic languages are Gaelic,Welsh, Erse, Manx and Cornish.

crag
shamrock
clan
macintosh
down
jockey
dirk
glen
cairn
coracle
loch
whiskey
tweed
druid
leprechaun
bairn

The Jaques Family

(Colour code: Brown)

FRENCH

The French, or Normans, came to Britain in 1066 and Norman French as well as Latin became the language of the court, the law and the church for the next 300 years. English was the language of the common people.

forest
retaurant
garage
ballet
cafe
crayon
justice
balloon
vase
nature
artist
avalanche
blonde
prison
procession
gallop

The Theodore Family

(Colour code: Orange)

GREEK

Greek civilisation was at its height in the 5th Century BC and made major contributions to European art, science and philosophy. The Greeks were conquered by the Romans and many Greek words came to Britain via Latin.

crisis
gymnasium
angel
character
atom
chorus
cycle
bible
museum
telephone
acrobat
orchestra
theatre
periscope
place
church

The Benedictus Family

(Colour code: Blue)

LATIN

The Romans came to Italy via Gaul, conquering and occupying Britain from AD 43 to AD 418. Roman missionaries brought Christianity to Britain in the 6th Century. Latin became the language of education for over 1,000 years.

victory
recipe
medium
fungus
genius
sponge
street
circus
crown
January
exit
educate
giant
animal
lavatory
school

The Giovanni Family

(Colour code: Purple)

ITALIAN

The Italian influence on Britain was strongest during the Renaissance in the 16th Century. Many rich Britons visited Italy to enjoy the music, painting and architecture.

opera
spaghetti
confetti
studio
solo
pedestal
macaroni
balcony
concert
piano
umbrella
carnival
volcano
traffic
pizza
buffoon

The Kallie Family

(Colour code: Green)

INDIAN

The Indian contributions (e.g. Hindi, Gujurati, Bengali, Punjabi, Tamil) to the English language were mainly made in the 19th Century when Britain controlled the Indian sub-continent as part of its colonial empire.

curry
dungarees
bungalow
dinghy
yoga
pyjamas
shampoo
gymkhana
chutney
bangle
thug
veranda
cheetah
jungle
chapati
catamaran

UNIT F

PLAY AND LEISURE

"The right of children to leisure, play and participation in cultural and artistic activities." (Article 31)

How many children in your class included the right to play and leisure in their lists of Rights? Perhaps this is not something they see as a priority, but there is such a wealth of material on the subject of 'play' that it could form a topic in itself. You may need to discuss why this Article is included in the Convention. Meena's storyin Unit C is an example of life for a child where play and leisure are not considered.

* F1 is a starting point which asks the children to think about the games they play.

* You may go on to look at those children who, for one reason or another, are unable to play - working children, for example, or children who require special provisions for play such as the disabled, the blind or the deaf. Do your children understand how 'play' is important for them - both physically and mentally?

* Children could draw a picture or a map of the school playground or play area. They mark on it where they play different kinds of games. Using the picture or map, they could design a brand new play area for the school, remembering that not all children are as active as others. So, for example, how would they make sure that someone in a wheelchair would be able to enjoy the new playground?

* Extend this activity by making a model of a playground.

* F2 will help the children to think about the following:

    - Do the children in your school/class/neighbourhood all play in the same area or in lots of different places?

    - Do you think that there are enough play areas, such as parks, playgrounds, etc. provided in your neighbourhood?

    - If not, what else would you provide for children if you were, say, Mayor of your town/city/village?

* Extend F2 to include leisure facilities such as cinemas, swimming pools, skating rinks, etc . Use the discussion/debating techniques described in Unit G 'Freedom of Speech' to explore this area of study.

* F3 is a photo sheet showing children with toys they have made themselves. Your children could suggest which materials they think the children in the photos have used and how they play with their home-made toys.

* F4 is a sheet on which they can describe their own home-made toys.

* Collect playground or street rhymes (e.g. dipping/choosing, skipping games) and put them on tape.

- Use the toy pages of a gift catalogue to cut out pictures and classify them by function e.g. cuddly, construction, etc. Go on to match the pictures to cut-out pictures of children of different ages and sex. Discuss why toys are often designed or promoted for one sex. Older children could do an analysis of adverts for toys they have seen on television. 'Global Teacher, Global Learner' has a section on this. Display and discuss the results.

- Try out some of the non-competitive games in 'Winners All' or 'The Gamesters' Handbook' (see list of references at the end of this book) and discuss the merits of competitive and non-competitive games.

- Survey games and rhymes from the past, starting with interviewing parents and grandparents.

- Take photographs of the children playing both inside and outside school and display them. Ask the children to make up their own captions for the photos.

- Collect photographs of children playing. Try to include as many as you can from other countries and display them. You may find the world map at the back of this book helpful in identifying the locality of these countries.

- If possible, invite someone from overseas (perhaps a member of your local community) to come in to talk about games in their country of origin. Use the books listed in the reference section at the back of this book to help you build a world-wide picture of children at play and leisure.

THE GAMES I LIKE TO PLAY

Here is an example to help you get started:

I like to play a game called .... Piggy in the middle

To play this game you will need .... a ball

The best place to play this game is .... outside in the playground

This is how many people you need to play this game 3

And this is how you play it .... two people throw the ball to each

other and the 3rd person, who is in the middle, tries to catch it.

If they do, they change places with the one who threw the ball.

Now you do one:

I like to play a game called ....

To play this game you will need ....

The best place to play this game is ....

This is how many people you need to play this game ....

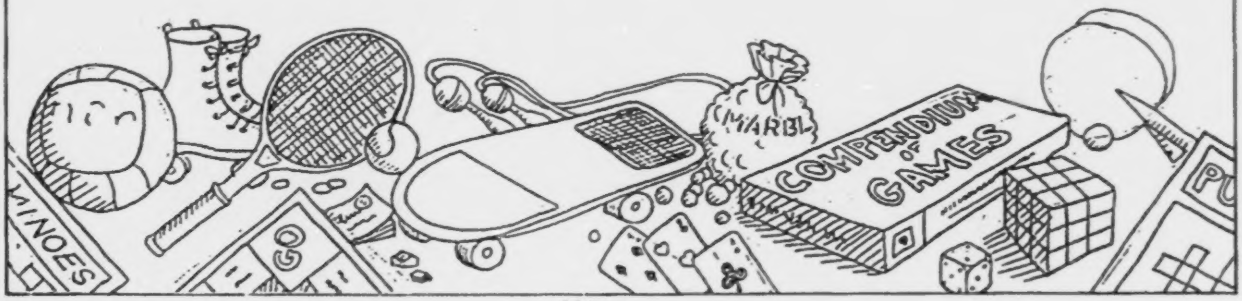
And this is how you play it ....

....

....

(go on to the back of this page if you need more space to describe your game.)

Describe some more games in the same way if you have time.



Carry out a survey of the play facilities in your neighbourhood.

You might start by making a list of all the places children can play in:

parks
playgrounds
the street
and so on.......

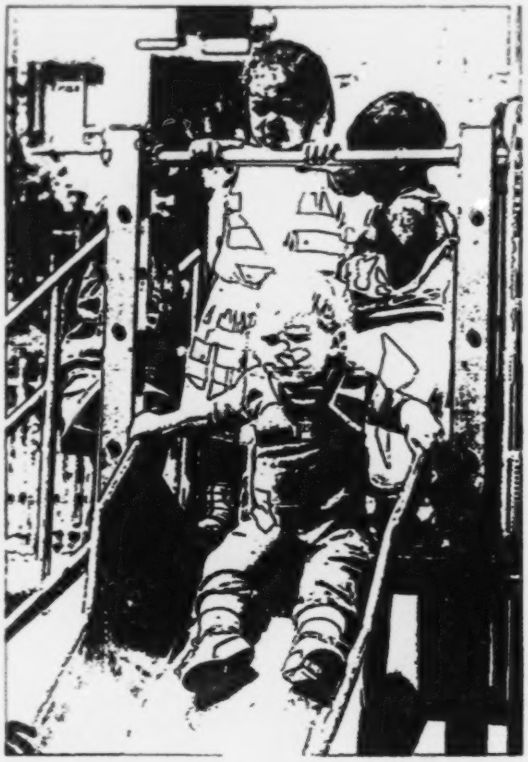
Don't forget that children of different ages play in different ways.

You will need to ask other children in your school or your neighbourhood where they play so that you can get a full picture.

Find a way of presenting the information you collect from your survey.

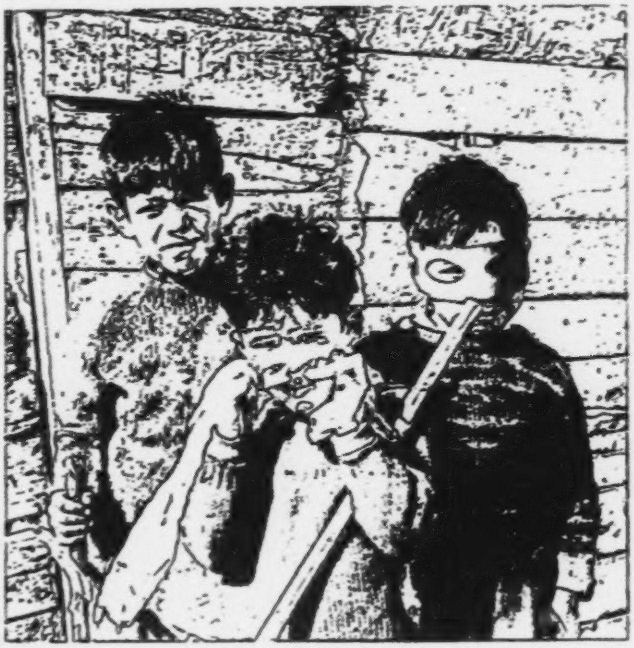
You could: write a list,
draw pictures,
put the information on a computer.

Display your findings for everyone to see.



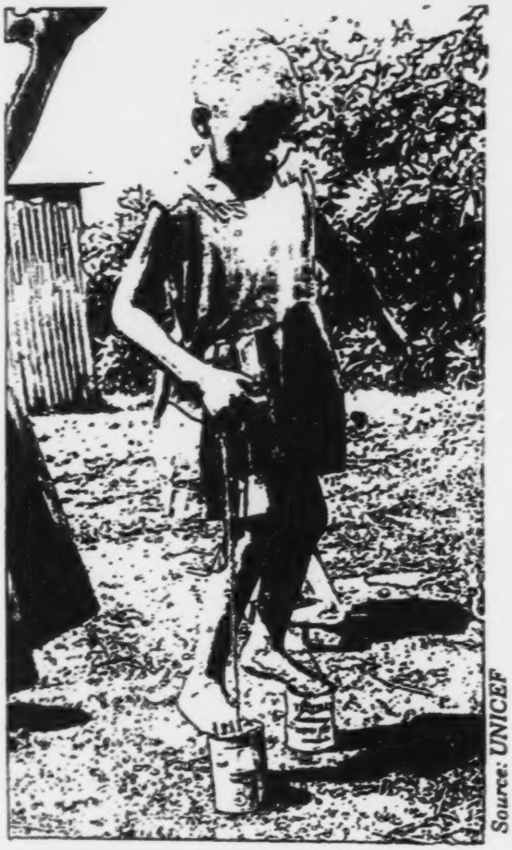
Source: Melanie Friend

Look at these pictures of children who have made their own toys.



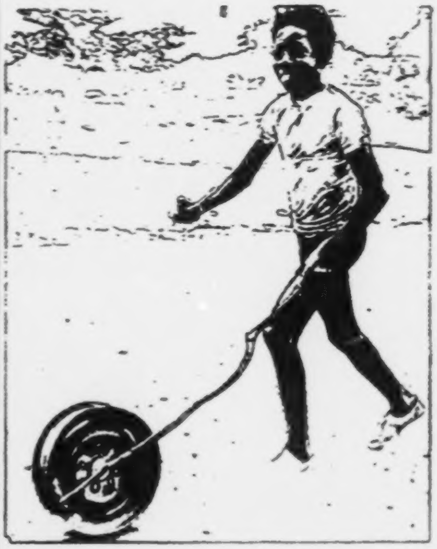
Source: UNICEF Photos by Freiberg

Chile



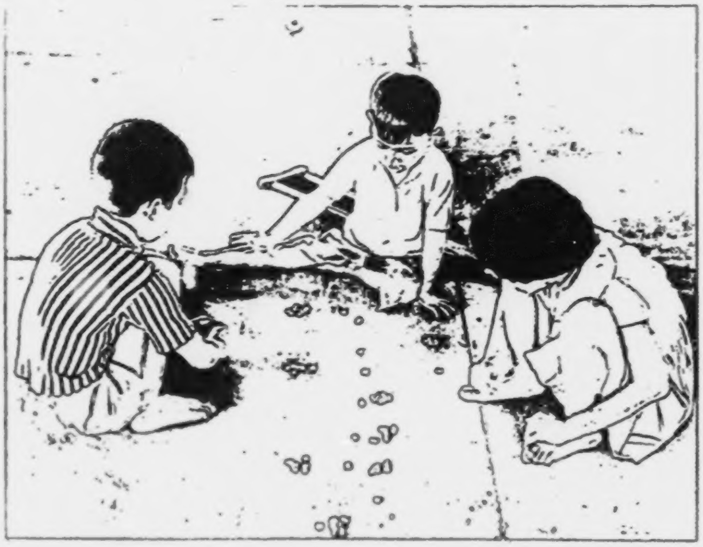
Source: UNICEF

Kenya



Source: UNICEF Photo by B. Woolff

Liberia



Source: UNICEF Photo by J Danois

Vietnam

Have you ever made your own toy?
Describe how you made it and draw it here:

MY TOY

UNIT G

FREEDOM OF SPEECH AND OPINION

"It is the child's right to express an opinion and to have that opinion taken into account." (Article 12)

"It is the child's right to make known, by any means and anywhere, his/her feelings and views, unless this would violate the rights of others. The child's right to seek, receive and impart information." (Article 13)

* Hold 'Share and Tell' sessions frequently. Make sure that the children know when it's their turn to speak (see 'Magic Microphone') and that their point will be listened to (see 'Brainstorming')

* Magic Microphone - this is a group cooperation technique that facilitates large group discussions. The discussion group sits in a circle. The teacher provides a 'microphone' which can be anything large enough to see and light enough to pass around. (a ruler, a board rubber, a gym shoe, etc). The 'microphone' has to be shared around as much as possible. Anyone who wants to use the 'microphone' has to put their hand up and wait till it is passed to them by the person who has it at the time. No-one is allowed to speak unless they are using the 'microphone'. It is important to treat the 'microphone' with respect.

- Brainstorming - this is one way of discussing a topic, particularly at the start, when you may want to have a variety of ideas to consider. It can be a whole class activity and you need a board or something similar.
  The rules are:
  a) everyone is encouraged to contribute;
  b) contributions should be short and simple;
  c) everything gets written down (i.e. all contributions are equally valid at this stage);
  d) anyone can add or improve on an existing idea;
  e) no long explanations - just say the idea.

  The next stage is to go through the ideas one by one, grouping ideas etc. which are similar and crossing out those which all consider to be irrelevant. The variety of ideas are then considered in greater detail for appropriateness or practicality, and a final list of ideas (or questions, or answers) is prepared.

- Practise debating techniques. Hold a class debate on an issue relating to the school or immediate environment e.g. the building of a new by-pass; whether or not an area of the school playground should be set aside for football; whether school lunches should include so-called 'junk' food. Take the debate a step further by writing to your local newspaper or MP.

- Drama: Make up a play or a puppet play about what happens when parents refuse to listen to any of their children's ideas or take their opinion into account. (Be aware that often children will say things 'through a puppet' which they would not say otherwise. Respect their feelings in this case.)

- Have a suggestion box in the classroom and encourage the children to make contributions to the way in which the classroom/school in run. Be ready for some plain speaking! Also be prepared to discuss with the class ways to implement at least some of their suggestions.

- G1 is a true account of events which took place in Soweto, South Africa, and will re-emphasise that the child should have "the right to express an opinion and have it taken into consideration............and the right to freedom of association." It also deals with the issue of how pupils see their education.

  Recent events in Eastern Europe are a positive example of the power of peaceful freedom of speech and freedom of association bringing about positive changes , as desired by the majority of the people.

HECTOR, AGED 13, WAS KILLED FOR EXPRESSING HIS OPINION

Hector Peterson, aged 13, was shot dead by police for demonstrating against a new ruling by the Minister of Education, in June 1976.

Hector lived in Soweto, a black township outside the city of Johannesburg in South Africa.

In 1976 secondary schools in Soweto were full to bursting point with students going to school in shifts, a shortage of textbooks and underqualified teachers. The Minister of Education announced that half of all subjects taught at school, including maths, history and geography were, in future, to be taught in Afrikaans instead of English.

Source: IDAF

Many of the white people in South Africa are of Dutch origin and Afrikaans is their language. It is still the official language of the ruling Afrikaaner government. However, it is a language that is not spoken or understood anywhere else in the world. School children saw no point in learning a language which would only be of use to communicate with their white employers. English is the common language amongst the black inhabitants of South Africa, who often also speak an African language.

On June 16th 1976, a mass demonstration by school children was held in Soweto. As they marched through the streets the police responded with tear gas and bullets. Hector Peterson, aged 13, was the first child to be killed. Hundreds of children were shot and arrested. A full list of those killed, between 25 and 100, was never issued.

This was only the start of many demonstrations and boycotts (refusal to go to school) by black children in South Africa. An unknown number of children have been killed, imprisoned and tortured by the police since.

Could you imagine schoolchildren in the UK having a mass demonstration?

What issues might they demonstrate about?

What do you think would be the result?

SG1

106

Postscript

From time to time, when a section of work on the Rights of the Child has been completed, ask the children to revise their original list of Rights - have they changed at all?

Make sure that your children's own list of Rights are being carried out in your class. The activity on page 32, Unit D about how an accepted list of Rights can be 'enforced' could also be used or revived here.

All I ever really needed to know I learned in kindergarten

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic. Hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. So do we.

And then remember that book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all - the whole world - had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

RESOURCE LIST

Fiction

'But Martin!' by June Counsel (identity) pub. Corgi 1986

'Cider with Rosie' by Laurie Lee (childhood)

Chain of Fire' by Beverley Naidoo (freedom of speech) pub. Collins 1989

'Don't forget the bacon' by Pat Hutchins (misinterpretation of information) pub. by Penguin 1978

'My family and other animals' by Gerald Durrel

'My obnoxious brother, Bobby' a poem by Colin West in 'Rhyme Time 2' pub. Beaver Books

'Rising Five' poem by Norman Nicholson (childhood and children's games) in 'Touchstone IV'

Snow White and the seven Dwarfs' (names)

'The long blue blazer' byJeanne Willis, illustrations by Susan Varley (identity) pub. Beaver Books 1987

'When I was one' poem by A. A.Milne (childhood and children's games) in 'Now We Are Six'

Teachers' Resources

Bafa bafa - a cross cultural simulation - published originally in USA, but now available from Christian Aid

'Disasters in the classroom' pub. Oxfam

Gamesters Handbook - 140 games for teachers and group leaders by Donna Brandes and Howard Phillips, pub. Hutchinson (non competative games)

Winners all - cooperative games for all ages pub. Pax Christi

'Let's co-operate' by Mildred Masheder pub. Peace Education Project 1986

'Lets Play Together' by Mildred Masheder pub. Greenprint 1989

'Society and Industry in the nineteenth century, No 4 - Education' by Keith Dawson and Peter Wall, pub. OUP

'Victorian Children' by Gleanor Allen, pub. A & C Black

'People in Landmarks Series' by Jack Bainbridge, pub. Blackwell

'Games children play around the world' collected by Susan Adams, pub. John Adams Toys Ltd

'Children need recreation' by Wendy Davies, pub. SCF/Wayland

'Board games from around the world' pub. Oxfam

'Let's Play Asian Childrens' Games' pub. UNESCO/Macmillan

'Inky, Pinky, Ponky' - collected playground rhymes collected by Rosen/Steele - pub.Granada

'Puppets Please - puppetry as a Development Education medium' by Jackie Chapman et al pub. Oxford Development Education Unit, Oxford

Songs, Games and Stories from around the World pub. UNICEF-UK

'African Names Book' pub. Black Star Line Inc.

'Names from Africa' pub. Ogonna Chuks - Orgi Johnson Publishing Co, Chicago 1972 (ISBN no 0-87485-046-0)

'The Book of Muslim Names' pub. MELS 1985 (ISBN no 0948196-03-3)

'What's in a Muslim name?' by M.A. Qazi 1982 pub. Kazi Publications, Lahore, Pakistan

'Birth Customs' by John Mayled, in the Religious Topics series pub. Wayland

'School Links International' pub. World Wide Fund for Nature

General

The State of the World's Children - an annual report published by UNICEF. It contains tables of statistics from every country in the world, including infant mortality rates, access to clean water, health services and education, the status of women, demographic and economic indicators etc. Available from UNICEF (UK Committee).

World Studies 8-13 by Simon Fisher and David Hicks pub. Oliver & Boyd
Human Rights Activity File by Graham Pike and David Selby pub. Mary Glasgow Publications.
Global Teacher, Global Learner by Graham Pike and David Selby pub. Hodder & Stoughton
Learning Together: Global Education for 4-7. by Susan Fountain, pub. Stanley Thornes 1990
Do it Justice! pub. Birmingham Development Education Centre.
Teaching and Learning about Human Rights by Ian Lister for Amnesty International

Sources

Page 10: 'Lies' from - 'Yevtushenko - Selected Poems' pub. Penguin

Page 16: from 'I Rigoberta Menchú, An Indian Woman in Guatemala' pub. Verso Editions 1984

Pages 21 &22: from 'Taken from home, the town and work in the 1930's' by Sallie Purkis, Geoffrey Middleton & Elizabeth Merson pub. Longman

Page 23: from 'Meena - a Plantation Child Worker' prepared by the Child Workers in Asia Support Group, Thailand 1985.

Page 27: Figure for public expenditure in UK quoted by the DES Library, September 1989

Page 28: 'Victorian Children' by Eleanor Allen pub. A. & C. Black

Page 33: 'Manuel's Story' was first shown in Channel 4 series 'Stolen Childhood' broadcast in October & November 1989. A book produced to accompany this series is available from UNICEF (UK Committee).

Page 35: These first experiences of school came from classroom writing collected by Don Harrison.

Page 52: from 'All I Need to Know I Learned in Kindergarten' (Uncommon Thoughts on Common Things) by Robert Fulghum pub. Grafton Books 1986

Useful Addresses

UNICEF (UK Committee)
55 Lincoln's Inn Fields
London WC2A 3NB
071 405 5592

The Save the Children Fund
Mary Datchelor House
17 Grove Lane
London SE5 8RD
071 703 5400

N.A.D.E.C.
3rd Floor
29 - 31 Cowper Street
London EC2A 4AP
071 490 8108

Amnesty International
99-119 Rosebery Ave.,
London EC1R 4RE
071 278 6000

Christian Aid
P.O. Box 100
London SE1 7RT
071 620 4444

This book is one of three and a Teachers Handbook designed to introduce the UN Convention on the Rights of the Child to 8-13 year-olds

- **The Whole Child**
  (The Participation Articles)
- **It's Our Right**
  (The Provision Articles)
- **Keep Us Safe**
  (The Protection Articles)
- **Teachers Handbook**

UNICEF-UK

Save the Children

This book is an SCF/UNICEF-UK co-production 112

It's Our Right

A project to introduce the UN Convention on The Rights of the Child to 8-13 year-olds

Caroline Penn / SAVE THE CHILDREN

UNICEF-UK

Save the Children

The Provision Articles

113

This book is one of three designed to introduce the UN Convention on the Rights of the Child to 8-13 year olds, and deals with those Articles which cover PROVISION for the child's physical and emotional development.

> "If mankind is to realize the full potential of this planet, and to pursue the dream of a future free from hunger, disease and fear, then it is imperative that we, as adults, recognize the needs of children and acknowledge our responsibility to provide for their survival, for their protection and for their future development."
>
> Message from Nobel Laureates' reunion in Paris, January 1988

The series has been produced, in collaboration, by:

UNICEF-UK
Save the Children
and Oxford Development Education Unit

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This material may be photocopied for use in schools.

Front cover photo of children in Peru by Caroline Penn/SCF.

CONTENTS

Page

A topic web: 'It's Our Right' ii

Introduction 1

The Articles of the Convention 2

Unit A: The Family and the State 5

Unit B: Parentless Children 21

Unit C: Children with Disabilities 27

Unit D: Nutritious Food 34

Unit E: Clean Water 48

Unit F: Health Care and Education 56

Unit G: Standard of Living 63

Resource list 76

World map 79

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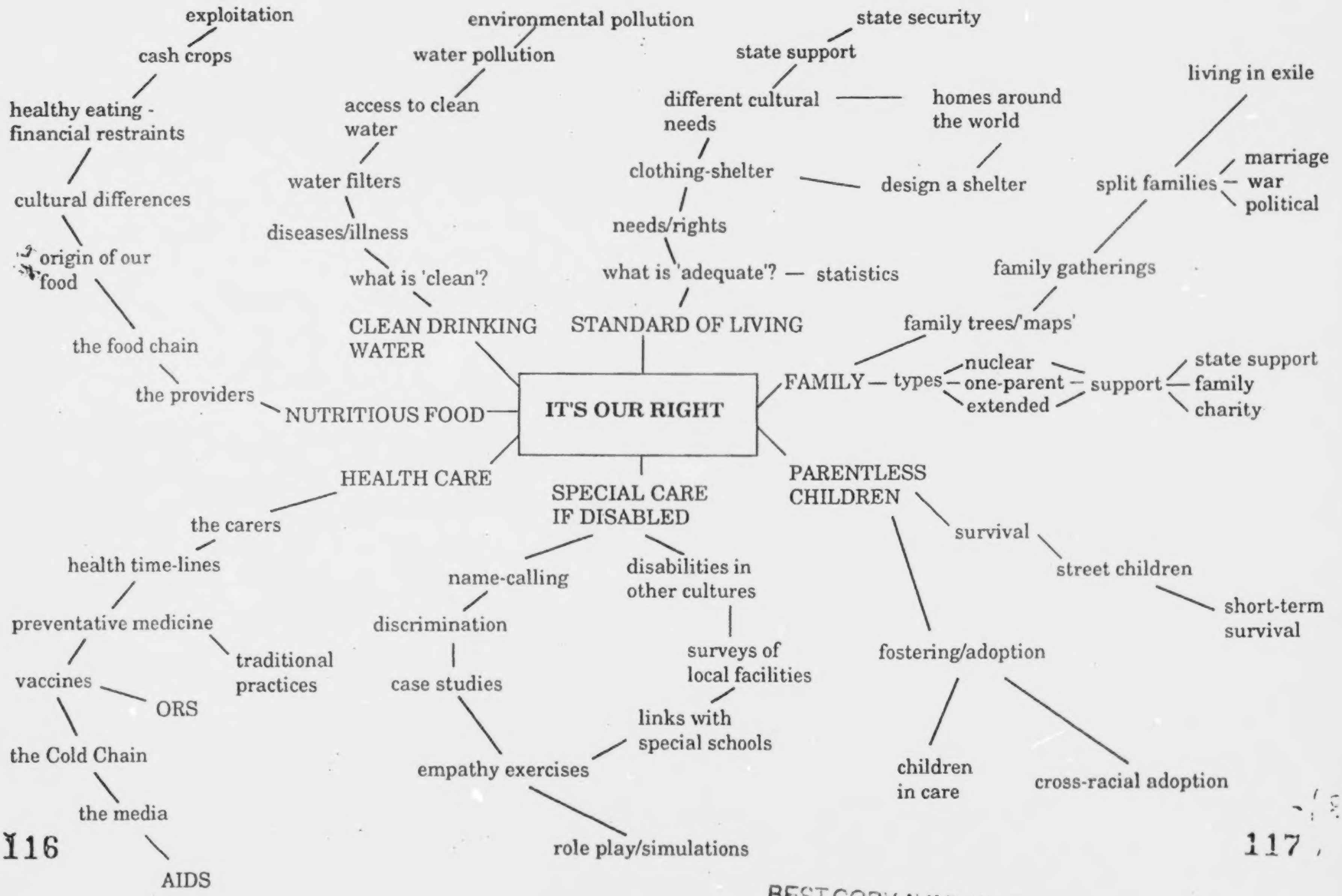

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INTRODUCTION

November 20th 1989 is a day which children of the world should celebrate; for on that day the United Nations General Assembly formally adopted **The Convention on the Rights of the Child.**

The Convention is made up of 54 Articles, and they are reprinted in full in the **Teachers' Handbook** which accompanies this series of project books.

We have grouped the Articles of the Convention into three categories:

PARTICIPATION

PROVISION

PROTECTION

'It's Our Right' is the second of three project books designed to help teachers introduce the articles of the Convention on the Rights of the Child to their pupils, aged 8-13.

'It's Our Right' looks at the **Provision** Articles of the Convention. The provision of nutritious food, clean water and health services are the most basic rights of all, the lack of which are causing millions of child deaths a year in the 'third world'.

The activities in **'It's Our Right'** start with examinations of the provision of these rights to the children using the project and then introduces case-studies of the lives of others, both in the UK and overseas.

The topic web on the previous page gives an idea of the wider range of possible areas of study. You may be able to add to it and almost certainly will not want to attempt all of it.

We have attempted in these materials to comply with the requirements of the National Curriculum and have indicated specific relevant Attainment Targets wherever possible in the Teachers' Handbook.

The other titles in this series are:
'The Whole Child' which looks at the PARTICIPATION ARTICLES
'Keep Us Safe' which looks at the PROTECTION ARTICLES.

Heather Jarvis, Education Officer, UNICEF-UK
Jackie Chapman, Education Consultant, Oxford DE Unit
Chris Gibb, Education Officer, SCF
Don Harrison, Educational Consultant, SCF

118

The complete text on the Convention on the Rights of the Child, together with an unofficial summary, is given in the accompanying Teacher's Handbook.

The Articles to which this book specifically refers are the following:

Article 5

States Parties shall respect the responsibilities, rights, and duties of parents or, where applicable, the members of the extended family or community as provided for by the local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 9

1. State Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parties on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. State Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. State Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 2, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and

promoting the rights set forth in this Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care should include, *inter alia*, foster placement, Kafala of Islamic law, adoption, or if necessary, placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties which recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
(b) recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
(c) ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
(d) take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;
(e) promote, where appropriate, the objectives of this article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote in the spirit of international co-operation the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation education and vocational services, with the aim of enabling

States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken to the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) to diminish infant and child morality,
(b) to ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care,
(c) to combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution,
(d) to ensure appropriate pre- and post-natal health care for mothers,
(e) to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of, basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents,
(f) to develop preventive health care, guidance for parents, and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in this article. In this regard, particular account shall be taken of the needs of developing countries.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties in accordance with national conditions and within their means shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements as well as the making of other appropriate arrangements.

Unit A:

THE FAMILY AND THE STATE

"The State's obligation to respect the fact that families have responsibilities and obligations to provide guidance to the child." (Article 5)

If you have not used either of the other two books in this series then you might like to raise the issue of children's rights by carrying out the following starter activity.

* Ask your children to make a list of all the things they feel that children **need** in order to live happy and healthy lives. After discussion children could write their own list of children's **rights**. From these lists you may then wish to focus on those rights that are covered in this book - which we have called the Provision Rights.

The majority of children are born into families and should have no reason to question the role the family will play for the rest of their lives. The family is the source of security and protection - moral, emotional, physical, mental and social. But increasingly, and for a variety of different reasons, children all over the world are being faced with the fear of losing their family.

Teachers will be aware of the variety of 'family' situations represented in their class and will have to exercise sensitivity in selecting and adapting the suggested activities.

* A1 starts the children off by thinking about what their needs as children are e.g. food, shelter, warmth, clothes, education, etc. Go on to ask them to indicate who they think is **responsible** for providing for the needs they have listed. You may wish to prompt with questions which lead the children to think beyond their own family, such as, "Who looks after you when you're ill?" (which will probably elicit responses such as "mum" or "doctor" or "hospital").

  This will naturally lead on to questions about the children themselves taking responsibilities e.g. for younger siblings, pets, or elderly or disabled relatives or neighbours.

* Discuss the question 'What is a family?' in its broadest sense. Mention the different types of family structure: one-parent, nuclear, extended.

* A2 describes two types of family - the extended family and the one-parent family. These stories may be read to the children or they could read them for themselves; then discuss the issues raised.

* Children could now write about or draw or paint a picture of their own family. They should talk in particular about how members of their family may help each other.

* You might like to look at family trees and, to help children understand, draw your own family tree as an example. Alternatively, you could refer to a history book which shows a royal line of succession. Children could draw their own family trees as far as they can and use maps to plot where family members live (they could pin photographs of their family on the map). In some cases the map will be local; in others it will extend to the UK; and many will require a map of the world or a combination of all three.

- Go on to talk about family reunions. This could lead to creative writing or drawing about occasions the children can remember when the whole family (or as many as possible) have got together for, perhaps, a wedding or a religious festival such as Christmas or Diwali. Another way of depicting a family gathering would be to make a large collage or montage using drawings and/or photographs.

"The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship." (Article 10)

- A3 is a case-story of a Kurdish family. Ibrahim and Zeynep Tilkidagi live in Hackney, East London, but their four children are still in the town of Gazi Antep in East Turkey.

The Kurds are a large minority group of at least 12 million living in the mountainous area of Eastern Turkey, Iran and Iraq. For 2,000 years they have maintained that they are an independent cultural group, but neither Turkey nor Iran nor Iraq are prepared to recognise them. There is a long history of repression and persecution of Kurds in all three countries.

Following municipal elections in the Kahramanmarish region last March, which brought back to power a man who Kurds believe was responsible for a massacre of Kurds in 1978, many Kurds decided to leave fearing even fiercer repression.

Kurds come to the UK, not because of any historic link but because, like many people in many parts of the world, they have been brought up with the belief that the UK is a country of justice with a good record of human rights.

Ibrahim and Zeynep are amongst the lucky ones. They escaped to the UK before the government put restrictions on people wishing to come here from Turkey. However, under UK law they have not been granted 'full asylum' which would allow them to bring their children to join them. Instead they have ' exceptional leave to remain' for one year. After a year this will be reviewed and they will almost certainly be granted another term of three years. After this four year period they will then be permitted to bring their children to join them. After seven years they can apply for, and will probably be granted 'indefinite leave to remain'.

- After reading the passage children could be asked to imagine that a similar situation existed here and dramatise it. They could imagine what it would be like if a very repressive government did not allow them to express their culture and persecuted their parents so that eventually their parents are forced to flee. The children have been left behind with a relation thinking they will soon be able to join their parents. Then the country to which their parents have gone refuses to let them in.

This exercise will obviously strike a much stronger chord with some children than others. You may already have refugee children in the class, or children belonging to minority groups. (Welsh, Scottish and Irish children may understand the concept of nationalism more easily than an English child.)

"The principle that parents or guardians have primary responsibility for bringing up their children, and that the State should support them in this task." (Article 18)

"The right of children to benefit from social security" (Article 26)

The UK state provides a number of services and benefits:
health care, unemployment benefit, pensions, child benefit, schooling, facilities for the disabled, housing, family credit and so on.

* Add any more services and benefits you can think of and separate the list into those services and benefits which we **all** draw on at some stage in our lives and those which only a **part** of the community will use. This will undoubtedly result in a debate about whether or not **everyone** uses state schooling, medical care and so on. Everyone is entitled to a state pension (provided we live long enough!) and every child in the class will belong to 'a family' entitled to if not receiving child benefit.

For more detailed information about state provision, contact your local Citizens Advice Bureau, library or town hall.

* A4 is a decision-making role-play exercise based on SCF's experience in supporting family centres in inner-city neighbourhoods in the UK.Voluntary agencies like SCF work in partnership with families and local authorities to combat discrimination and deprivation which can lead to the infringement of children's rights. In this example, low income families cannot afford the full costs of childcare, which would allow parents to work or study. The family centre has set up a scheme to subsidise families using childminders which means that selected families only have to meet a quarter of the costs.

The exercise provides 12 family histories, in the form of applications for places on the subsidised childminding scheme. There are only 6 vacancies on the scheme, and the DSS cannot increase the grant to bring in more families. Students work in groups to decide which families they consider to be most in need of this kind of support. They then meet together to share their recommendations and try to reach a consensus. This role-plays the decision-making process in a family centre, where people responsible for running a childcare initiative have to agree about their priorities.

The applications are based on real situations but have been changed to protect people's privacy.

* A5 'Benefits' is a simulation activity about state benefits. This activity is intended to introduce children to the concept of government support for families raising children, as advocated in Article 18. It involves the intensive use of addition, multiplication, subtraction, division and problem-solving skills. It also introduces the concepts of debt and credit, mortgage and rent. It is not competitive.

The time scheme of the game is unspecific; nor are any of the figures, the State Benefits and Additional Family Support, realistic or tabulated in terms of real money although the amounts of the benefit do compare realistically in proportion with other figures in the activity The game falls into four parts:

Part 1: is played on the board on page 18. (This could be enlarged to A3 if your photocopier permits.). Groups of up to six players will need a dice (not provided) and a copy of the FAMILY CARD (page 15) each. Alternatively, children could play in groups of two or three so they can discuss their 'family's' economic situation and help each other with the calculations.

The dice is only thrown ONCE by each player, or groups of players, along each side of the BOARD.

Players copy details from the family square on which they have landed on to their FAMILY CARD and then work out their FOOD NEEDS. Then each player throws the dice to land on a HOUSING SQUARE which will determine their 'family's' housing situation. This information too is copied onto their FAMILY CARDS. Similarly with the INCOME SQUARES. At the end of these three turns, each player should make a balance of income minus their food and housing needs. BASIC NECESSITIES are included in the scenario through the simple provision of needing the same number of tokens per person. These need to be worked out and then subtracted from the first balance to make a final balance in the first column.

The fourth turn along the CHANGE SQUARES is crucial as it can tip a 'family' over into severe economic difficulties. Again, players throw the dice once to find out their fortune. Information from the CHANGE SQUARE should be entered on the *right hand side* of the FAMILY CARD, headed CHANGES. Mathematical calculations will probably be needed as each piece of information on the left hand side is adjusted.

At the end of this turn players should again assess their economic situation. Are they better or worse off than they were?

Part 2: in which the board is no longer needed.

Players should now each receive a copy of the BENEFITS SHEET (page 16). Each can now see which Benefits they are entitled to and do the necessary calculations to see how their 'family's' economic situation is affected. The players in each group should now consider each 'family's'situation. The fortunes of each family should range from those who are in credit to those who are in a desperate situation. Those players whose 'families' are in need can now apply to receive ADDITIONAL FAMILY SUPPORT (page 17) and should be given the form. This form is deliberately designed to be rather complicated and involves transferring information from the other two sheets as this tends to be the nature of such forms; so be prepared for outbreaks of frustration!

The game cannot proceed until all members of a group applying for Additional Family Support have completed their form so you may wish to do this part of the game in a separate session where other work is available for those not filling in forms.

Choose one person in each group to receive the forms as they are completed and note the order in which they are handed in.

Part 3: may commence when all ADDITIONAL FAMILY SUPPORT claim forms have been completed.

Players must understand that they have a total of 80 tokens (not provided) to allocate to the families making a claim.

Groups discuss each case in the order in which the form was handed in, together with the relevant FAMILY CARD and CLAIM YOUR BENEFITS CARD. After discussion they decide how many tokens to allocate to each family. It is possible that they will have run out of tokens before they have met each 'family's' need.

When all the ADDITIONAL FAMILY SUPPORT tokens have been allocated the group again considers each 'family's' situation; are all the 'families' clear of debt by the end of this part of the game? What other possibilities do any of the 'families' have for improving their situation? More importantly, what will become of the children?

Part 4: when each group has allocated its Additional Family Support tokens the following points could be discussed:

1. Could any of the 'families' who got into debt have avoided it? e.g. could a second adult go out to work?

2. BENEFITS - were the Benefits available sufficient, large enough, and fairly distributed? Should different amounts be made to meet different people's need? e.g. the continuing arguments over whether all families should receive Child Benefit.

3. CLAIMING ADDITIONAL FAMILY SUPPORT - what did those claiming this think of the forms? How did they feel about the whole process of applying for extra support, particularly when there are some families who don't need to?

4. Do you think that the state is doing enough to help poor families with children? What else could or should they do? Children could be reminded that in many countries there is no state-organised child-care provision. Either the extended family takes responsibility (see A2) or the child may become a street child (See Unit B).

5. Could those who aren't in need help those who are? e.g. providing voluntary services of childcare or with a disabled family member.

* A6 is a selection of edited quotes made by people who participated in a discussion programme about Telethons which took place in "Network", a BBC1 broadcast on 23/01/90. There is a wide range of opinion which you could use to initiate a debate on charity aid in general.

* A7 is a set of four statements made by a variety of people in a village in Cameroon. Each one was asked what they felt about the old people in their community. Children could carry out a similar survey in their own community and compare the results.

Make a list of all your needs and write them down in the left-hand column. Then decide who provides these needs for you and write that in the right-hand column.

My needs are	This is who is responsible for providing each one.

TWO FAMILIES

Momodou is 13 years old. She lives with her family in a village called Drammeh Gahjan in Senegal in West Africa. Momodou is off to collect water for her elderly aunt, Safou. Safou lives in the same village as Momodou: in fact the whole family live in the village - her mother and father, her brothers and sister, her grandmothers (both her mother's mother and her father's mother), her grandfather and a large number of cousins, aunts & uncles, great aunts and great uncles. Everyone in the family helps everyone else - most of them work on the land helping to grow the crops and the old people help by looking after the babies and young children. If one member of the family is ill and in hospital, at least one other member of the family would be expected to stay with them in the hospital in order to look after them.

This is quite common in many African countries where families stay together wherever possible. No-one is ever left to fend for themselves - not even if someone had no living family of their own. This is called an extended family. Sometimes a man may introduce you to his 'brother' who may not be related to him at all, and whom he has met only once.

Here is quite a different story:

Barry originally came from Dorset in SW England, but now he lives in Newcastle, over 300 miles away. He and his wife had to move north seven years ago because of Barry's job; and they were expecting their first baby.

Tragically, last year, Barry's wife died and now he has to look after his little boy, David, and go out to work as well. Barry has managed so far by arranging for a childminder to look after David after school until he gets home from work each day. The trouble is that they live a very long way from the rest of their family who could otherwise help. Barry can never go out in the evenings because there is no-one to baby-sit; and if David is ill, Barry has to take time off work to look after him and he doesn't get paid for the time. Barry and David would move back to Dorset to be nearer Barry's mother and father, but he knows that it would be very difficult to get a job there and things would then be worse.

David, too, wishes he could be nearer his grandparents. He only sees them at Christmas time because the journey is so long and Barry's old van isn't very reliable. Granny and Grandpa are not very well off and the train fare is very expensive. Barry is very lonely. He loves David very much, but he needs to get out more to meet new friends. He can't see any solution to the problem so he gets very depressed.

What do you think Barry should do? Discuss your ideas in a group.
Compare David's situation with that of Momodou's.

A FAMILY TORN APART - THE TILKIDAGI FAMILY

It is already a year since Ali Haydar (12), Melek (11), Serdar (8) and Zerrin (7) have seen their parents, Ibrahim and Zeynep Tilkidagi.

Ibrahim and Zeynep Tilkidagi fled from their home in Eastern Turkey in April 1989. They are refugees and have been granted 'exceptional leave to remain' in the UK which does not allow them to bring their children to join them.

Ibrahim earned a living for the family by selling socks and underwear from a street stall, and he was also a member of a forbidden political group. He was imprisoned for 2 years for this and during this time he was beaten and tortured. Even after his release he, and other members of his family, were constantly harassed by the police. If any Kurdish nationalist posters were illegally fly-posted in the town he was suspected and taken in by the police. They would beat him up and try to make him confess.

Eventually the situation became unbearable. Even Ali Hayder, Ibrahim's eldest son, was being stopped in the street and questioned about his father.

In March 1989 Ibrahim and Zeynep decided they would have to leave Turkey. They could not afford tickets for their four children and left them with Ibrahim's mother. They hoped they would soon be able to bring them to the UK. However, only after they have been in the UK for 4 years, will they be allowed to bring their children to join them.

Meanwhile, Ali Hayder, Melek, Serdar, and Zerrin are living with their grandmother who is over 80 years old. She cannot cope with 4 young children and has cut off the girls' long hair to make life easier.

Once a month Ibrahim and Zeynep 'phone a neighbour and speak to their children. The children cry over the 'phone.....4 years is a long time to a child.

Application No 1. Jane

Reason for application: Jane is 15 and is still at school. She has a six-month old baby and lives with her parents and two younger sisters, aged 13 and 12. Looking after the baby causes friction in the family because Jane's mother and her sisters have to take turns to take time off work or school and Jane's father does not approve. Jane needs the grant to pay for a childminder so that she can finish her schooling.

Application No 2. Ann

Reason for application: Ann is separated from her husband who is regularly in and out of prison. She has two children and works part-time as a cleaner on a very low income. The eldest child, aged 4, lives with Ann's mother, and Michael, aged 2 attends a council day-care centre. Michael has hearing and speech difficulties and Ann needs the grant to pay for a childminder for him so that he can get the individual help he needs.

Application No 3. Rita

Reason for application: Rita is a teacher and a single parent of an eight-month old baby. She has a mortgage to pay and would dearly like to return to work, but with rising interest rates and the money she would have to pay a private childminder if she did , she would be worse off than she is, even though the LEA desperately need more teachers and would give her a job straight away.

Application No 4. Fiona and Mark

Reason for application: They have two children aged 3 and 6. Mark works full time and Fiona wants to resume her career as a designer, but job opportunities mean that she would have to work out of town for 2 or 3 days every week. With their expensive mortgage, two cars and the older child at an expensive fee-paying school, they can't afford a live-in childminder.

Application No 5. George

Reason for application: George has recently been widowed and he is left with two children, aged 4 and 7. He has always been in full employment but has no savings. For the past three months he has been on special leave, but he must return to his job soon or he will lose it. He desperately needs help to look after the children so that he can go back to work.

Application No 6. Sue and Frank

Reason for application: Frank is a mechanic with his own small car repair business. He and Sue have four children aged 11, 8, 3 and one month. The older children go to school: the 3 year-old has Down's Syndrome and needs constant attention. Whilst there were just the three children, Sue could cope with the 3 year-old but now that a new baby has arrived, she is finding it more and more difficult. Frank is unable to help much because he has to work long hours to make ends meet as it is. They need a grant to give them some help with a part-time childminder.

Application No 7. Harry and Linda

Reason for application: Harry, Linda and their baby Sarah live in one room in a Bed and Breakfast hotel in London. Harry has asthma which means he cannot work. The room they live in is cramped and unpleasant: this only makes Harry's asthma worse. The B & B hotel is not a good place for Sarah to grow up in because there is nowhere for her to play. If Harry and Linda could find help to look after Sarah who is two and a half then Linda could go out to work to earn a bit of money and they could improve their situation.

Application No 8. Ali and Zerrin

Reason for application: This family (mother, father and one child aged 3) is a refugee family. They are Kurds from Turkey. Since arriving in the UK a year ago, they have lived in one room. Because they do not speak very good English, they have not had a chance to meet other people and their child is growing up knowing nothing at all about the world outside the four walls of their small room. They need help to enable them to get out and make friends.

Application No 9. George and Mary

Reason for application: Both George and Mary are disabled: they are both deaf and George is also confined to a wheelchair. Their little girl is three and a half and George and Mary are very anxious for her to mix with other children who are not deaf, otherwise they are afraid that her own speech will be affected because she is so unused to talking. They need help.

Application No 10. Trudy

Reason for application: Trudy is recently divorced from her husband and she has a little boy, Mark, who is two. She is anxious for Mark to join a child-care scheme so that he can learn to relate to other children. It would also mean that Trudy could return to work.

Application No 11. Helen

Reason for application: Helen was a student at University. She interrupted her degree course to have a baby. Now she would like help with the child so that she can resume her studies which would ultimately help her to get a good job.

Application No 12. Jeff and Wendy

Reason for application: This couple are both working full time and have a little girl of four. They have a small house and are struggling to make it look nice and to keep up the payments on the mortgage. Luckily so far, Wendy's mother has been able to look after the little girl during the day, but she is getting old and Jeff and Wendy are worried that the strain is getting too much for her. They would like some help so that they can carry on working and be able to look after Wendy's mother as well.

A5

FAMILY CARD

FILL IN THIS SIDE OF THE SHEET FIRST

This information is about family.................

Food needs

Adults and children over 12 need 10 tokens
A child between 5 and 12 needs 6 tokens
A child under 5 needs 4 tokens

No. in family		**Food needs**
Adults	_____	x10 = ___ tokens
Children (over 12)	_____	x10 = ___ tokens
Children (5-12)	_____	x 6 = ___ tokens
Children (under 5)	_____	x 4 = ___ tokens

TOTAL FOOD NEEDS TOKENS ☐ +

Housing

The rent/mortgage is TOKENS ☐

TOTAL TOKENS NEEDED FOR FOOD AND HOUSING TOKENS ☐

Income (work out your income by assessing how many working adults there are in the family, and whether tokens are deducted for childcare).

Income TOKENS ☐ -

Food and housing TOKENS ☐

BALANCE ☐

Basic necessities
(You need 5 tokens per person)
_______ people x 5 = TOKENS ☐

Subtract this from your earlier balance

FINAL BALANCE ☐

ARE YOU IN DEBT OR CREDIT?

CHANGES

Adults ___ x10 =___tokens
Children___ x10 =___tokens
___ x 6 =___tokens
___ x 4 =___tokens

TOKENS ☐

TOKENS ☐

TOKENS ☐

TOKENS ☐

TOKENS ☐

BALANCE ☐

TOKENS ☐

FINAL BALANCE ☐

ARE YOU IN DEBT OR CREDIT?

Whether the family is in debt or credit you can still claim your BENEFITS
If the family is in debt you can claim your BENEFITS and fill out a from to claim ADDITIONAL FAMILY SUPPORT.

A5

CLAIM YOUR BENEFITS

Benefits are available to all who are entitled to them, sometimes regardless of income.

Read through this list of benefits and see which ones your family is entitled to.. Use the column at the side of this page to total them up.

CHILD BENEFIT

For every child in the family under 16 years claim 3 tokens and for any child between 16 and 19 still at school or college.

First child ____________ Fourth child ____________

Second child ____________ Fifth child ____________

Third child ____________ Sixth child ____________

Total ____

SINGLE PARENT BENEFIT

If your family has a single parent they can claim.
One parent Benefit of 3 tokens ***for one child only.*** ____

DISABILITY BENEFIT

Claim 3 tokens per disabled person

First person ____________
Second person ____________

Total ____

PENSION

If there is a pensioner in your family claim 12 tokens. ____

HOUSING BENEFIT

Your family can only claim this Benefit if they pay rent,
not if they have a mortgage.
If your family's income is 40 tokens or less they can claim half their rent, which is ____________ ÷ 2 ____

TOTAL BENEFIT TOKENS ____

NOW ADD THE TOTAL BENEFIT TOKENS TO YOUR FAMILY'S BALANCE

DEBT/CREDIT BALANCE ____

BENEFIT ____

FAMILY'S NEW BALANCE ____

If the family is in debt take an **ADDITIONAL FAMILY SUPPORT** form.

A5

ADDITIONAL FAMILY SUPPORT - claim form

This form is to be completed by the female partner of the family.

Surname ____________________ Other Names ______________________________

Date of Birth ____

Address ____

____

____

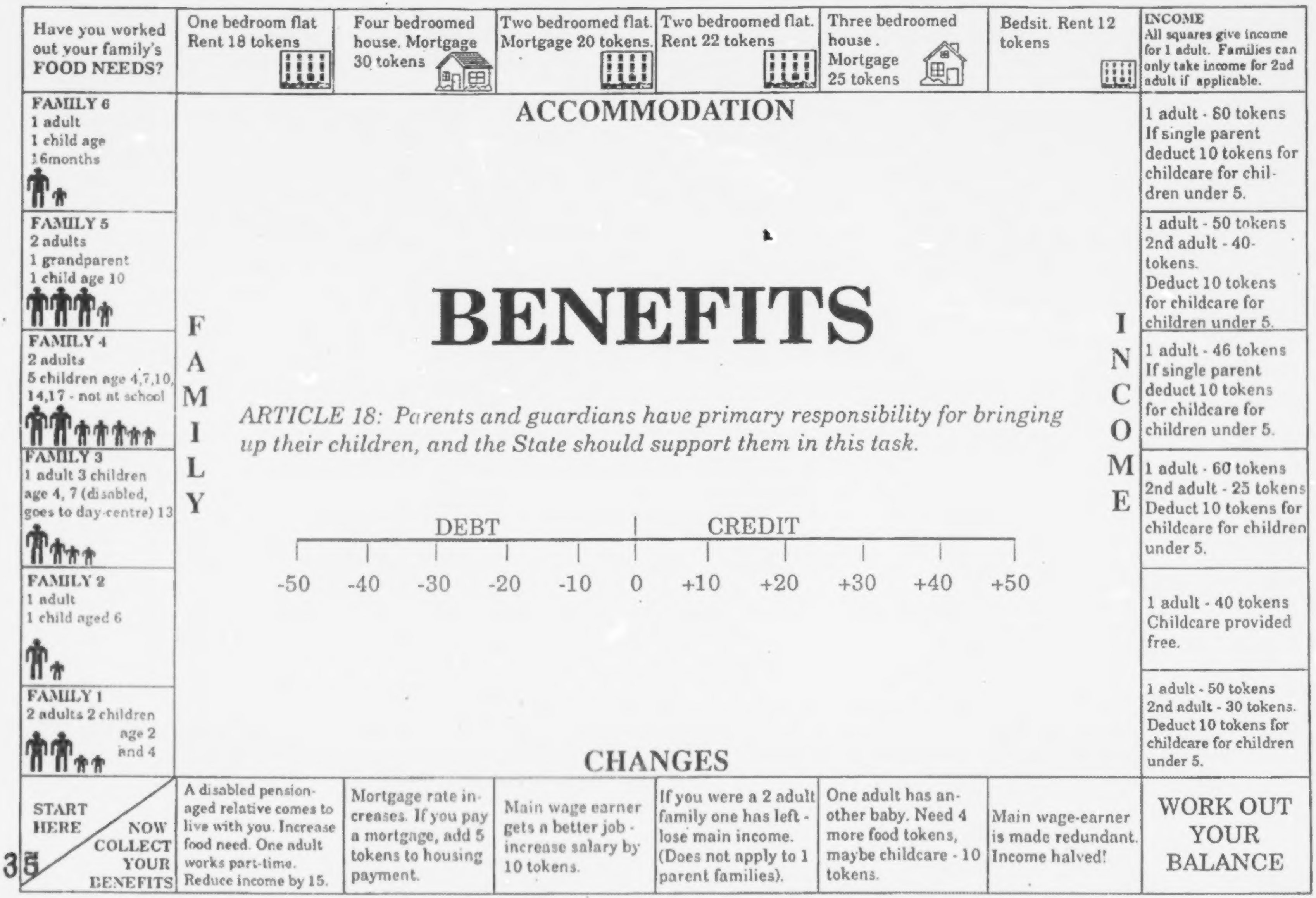
Your National Insurance (NI) Number ☐☐ ☐☐ ☐☐ ☐☐ ☐

Child Benefit is paid for children under 16 and those between 16 and 18 who are still in full time education.
Additional Family Support does not include Child Benefit but we want to be sure that you are receiving your full benefits.

Complete the following:

Child's Name	Date of Birth	Is Child Benefit being claimed for this child?
1st child		☐ Yes ☐ No
2nd child		☐ Yes ☐ No
3rd child		☐ Yes ☐ No
4th child		☐ Yes ☐ No
5th child		☐ Yes ☐ No
6th child		☐ Yes ☐ No

What Other Benefits are you Claiming?	**Amount (tokens)**
1. ______________________________	____________
2. ______________________________	____________
3. ______________________________	____________
4. ______________________________	____________
What is your income? ____________________	____________
What is your partner's income? ____________	____________
What is your family's total income including benefits?	____________
How much **Additional Family Support** do you need?	☐



Have you worked out your family's **FOOD NEEDS?**

One bedroom flat Rent 18 tokens

Four bedroomed house. Mortgage 30 tokens

Two bedroomed flat. Mortgage 20 tokens.

Two bedroomed flat. Rent 22 tokens

Three bedroomed house . Mortgage 25 tokens

Bedsit. Rent 12 tokens

INCOME
All squares give income for 1 adult. Families can only take income for 2nd adult if applicable.

ACCOMMODATION

FAMILY 6
1 adult
1 child age 16months

FAMILY 5
2 adults
1 grandparent
1 child age 10

FAMILY 4
2 adults
5 children age 4,7,10, 14,17 - not at school

FAMILY 3
1 adult 3 children age 4, 7 (disabled, goes to day-centre) 13

FAMILY 2
1 adult
1 child aged 6

FAMILY 1
2 adults 2 children age 2 and 4

FAMILY

BENEFITS

ARTICLE 18: Parents and guardians have primary responsibility for bringing up their children, and the State should support them in this task.

INCOME

1 adult - 80 tokens
If single parent deduct 10 tokens for childcare for children under 5.

1 adult - 50 tokens
2nd adult - 40- tokens.
Deduct 10 tokens for childcare for children under 5.

1 adult - 46 tokens
If single parent deduct 10 tokens for childcare for children under 5.

1 adult - 60 tokens
2nd adult - 25 tokens
Deduct 10 tokens for childcare for children under 5.

1 adult - 40 tokens
Childcare provided free.

1 adult - 50 tokens
2nd adult - 30 tokens.
Deduct 10 tokens for childcare for children under 5.

CHANGES

START HERE

NOW COLLECT YOUR BENEFITS

A disabled pension-aged relative comes to live with you. Increase food need. One adult works part-time. Reduce income by 15.

Mortgage rate increases. If you pay a mortgage, add 5 tokens to housing payment.

Main wage earner gets a better job - increase salary by 10 tokens.

If you were a 2 adult family one has left - lose main income. (Does not apply to 1 parent families).

One adult has another baby. Need 4 more food tokens, maybe childcare - 10 tokens.

Main wage-earner is made redundant. Income halved!

WORK OUT YOUR BALANCE

A6

QUOTES FROM RECIPIENTS OF TELETHON MONEY

Telethons paper over the cracks of the Welfare State

We, disabled people, see our problems as coming mainly from people's attitudes, the environment and social systems that actually keep us fairly oppressed.

Telethons use images of people in need without going into the causes which have created the need.

I don't think it wrong for people to just give.

The easiest way to get money is to show negative sympathetic images.

If there weren't Telethons the public wouldn't know how much needs to be done.

If you're starving to death you don't care where the money's coming from as long as you get the next meal in your stomach.

People are being educated into thinking that we, disabled people, must be the receivers; not that we must integrate them into our society and give them a job, which is what we want.

Telethons should deal with the cause of the homeless, the children in need.

Charity is getting alongside somebody and helping them to work through their problem and for them to have their own say.

Telethons perpetuate the need for charity.

If we had justice and rights we wouldn't need charity.

A7

VIEWS ON OLD AGE FROM CAMEROON

When I leave school, I will go and work in the city. But I shall build my house in the village and when I am old I will come back to live here. Here I know I shall be looked after well by all the small children around. In the city you can be just left all alone.

schoolboy

Source: UNICEF / Maggie Murray-Lee

Source: UNICEF / E. & M. Bernheim

Modern society is made for the young, not for the old...... Many things have changed. When these old people were young, there were no clubs or cinemas to go to and they don't understand why we like to go. They think we are immoral! Old people retard progress.

Teenage girl

Source: UNICEF / Matheson

I have eight children. I was shocked when I went to Sweden and saw an old peoples' home. When I am old, my children will look after me. In my village the extended family looks after each other and helps look after other families in the village. I am helping my mother-in-law to build her house; I also help her on her farm.

Married woman in her thirties

Old age is one of the periods a man enjoys best of all in his life. But he can only enjoy it if his children are well-off; then he can go off to meet his friends, come back to a good meal and sit around and talk about the past.

Old man

Source: UNICEF / Arild Vollan

Unit B:

PARENTLESS CHILDREN

"The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action." (Article 9)

"The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them." (Article 20)

"The State's obligation to ensure that adoption is allowed only when it is in the best interest of the child." (Article 21)

* B1 is an extract from William Golding's 'Lord of the Flies' and may be used to stimulate discussion about how children cope without adult help. Other reading may be used instead of this or to supplement it (see resources section). The situation in which the boys find themselves could be adapted and turned into a drama activity.

* B2 is an account of one boy living without his parents or other adults in Uganda. Could this happen in the UK? Use this opportunity to explore the issues of runaways and/or homeless youngsters in our cities.

In the UK no child should become a street child. Children may be taken into care, they may be fostered, or they may be adopted.

* B3 is a series of statements from children in care. Ask the children to pick out the three statements they feel best sum up what it might be like living in care, and then explain their choices to the rest of the group.

Fostering is an alternative to institutional care and is usually short-term. At any time the child may return to its family, if there is one.

* B4 is an account of a private fostering agreement. Ronke's story illustrates the role that the SCF-supported African Families Advisory Service (AFAS) can play in advising parents who make private fostering arrangements for their children, and also in helping social workers to become more aware of the particular needs of minority groups. It highlights several potential problems which you can discuss e.g. should a social worker advise Mrs Alade to encourage her daughter to return to Yorkshire, or insist on keeping her in London? Trans-racial fostering or adoption in general is a very controversial issue in the UK where many local authorities will not allow it at all.

* B5 gives three points of view from young black people who were fostered or adopted by white families.

EXTRACT FROM 'LORD OF THE FLIES'

Ralph cleared his throat.

"Well then."

All at once he found he could talk fluently and explain what he had to say. He passed a hand through his fair hair and spoke.

"We're on an island. We've been on the mountain-top and seen water all round. We saw no houses, no smoke, no footprints, no boats, no people. We're on an uninhabited island with no other people on it."

Jack broke in.

"All the same you need an army - for hunting. Hunting pigs -"

"Yes. There are pigs on the island."

All three of them tried to convey the sense of the pink live thing struggling in the creepers.

"We saw -"

"Squealing -"

"It broke away -"

"Before I could kill it - but - next time!"

Jack slammed his knife into a trunk and looked round challengingly.

The meeting settled down again.

"So you see," said Ralph, "we need hunters to get us meat. And another thing."

He lifted the shell on his knees and looked round the sunslashed faces.

"There aren't any grown-ups. We shall have to look after ourselves."

The meeting hummed and was silent.

"And another thing. We can't have everybody talking at once. We'll have to have 'Hands up' like at school."

He held the conch before his face and glanced round the group.

"Then I'll give him the conch."

"Conch?"

"That's what this shell's called. I'll give the conch to the next person to speak. He can hold it when he's speaking."

"But -"

"Look -"

"And he won't be interrupted. Except by me."

Jack was on his feet.

"We'll have rules!" he cried excitedly. "Lots of rules! Then when anyone breaks 'em -"

"Whee-oh!"

B2

CHARLES'S STORY

Hi! My name is Charles Senyange and I am 12, nearly 13. I live with about twenty other boys in an old wagon in the railway yard in Kampala, a city in Uganda. I have to live there because my parents were killed by soldiers three years ago and I ran away and hid here.

We all sleep on the floor of the wagon on newspapers, but I also have some empty cardboard boxes and a bed sheet which I have to keep hidden in a safe place during the day or they would be stolen.

I do have a very good friend and we help to look after each other. His name is Musa Umani and we keep each other warm at night when it gets very cold in the wagon.

In the morning I usually go straight to the city market about 10 minutes walk away. It is here that all the lorries arrive with loads of goods to sell. I often pick up loose bananas from the floor where they have fallen and sell them. Sometimes I sell soap which I buy cheaply from one of the lorry drivers.

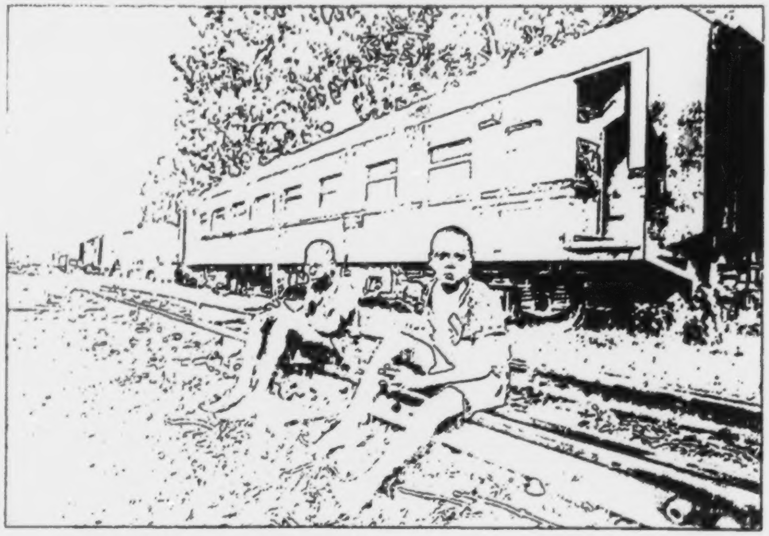
For my breakfast, which I buy from the hot food stalls in the market, I have black coffee with sugar, and some cassava with beans. For lunch I may have matoke and rice. When I have earned a lot I may buy some meat.

I have one pair of shorts and one shirt which I wash once a week in the river with a bit of soap. I also have a pair of shoes - I found them on the rubbish pile.

The police don't like boys like me working in the market. They think we're going to make trouble. Sometimes they come and chase us away so we have to be on the look-out for them. If they catch us they sometimes take us to the police station and beat us, or they may send us to Naguru, a boys' home. I don't like Naguru because we are treated just like prisoners; we can't walk or go out, and besides, I don't like the food there.

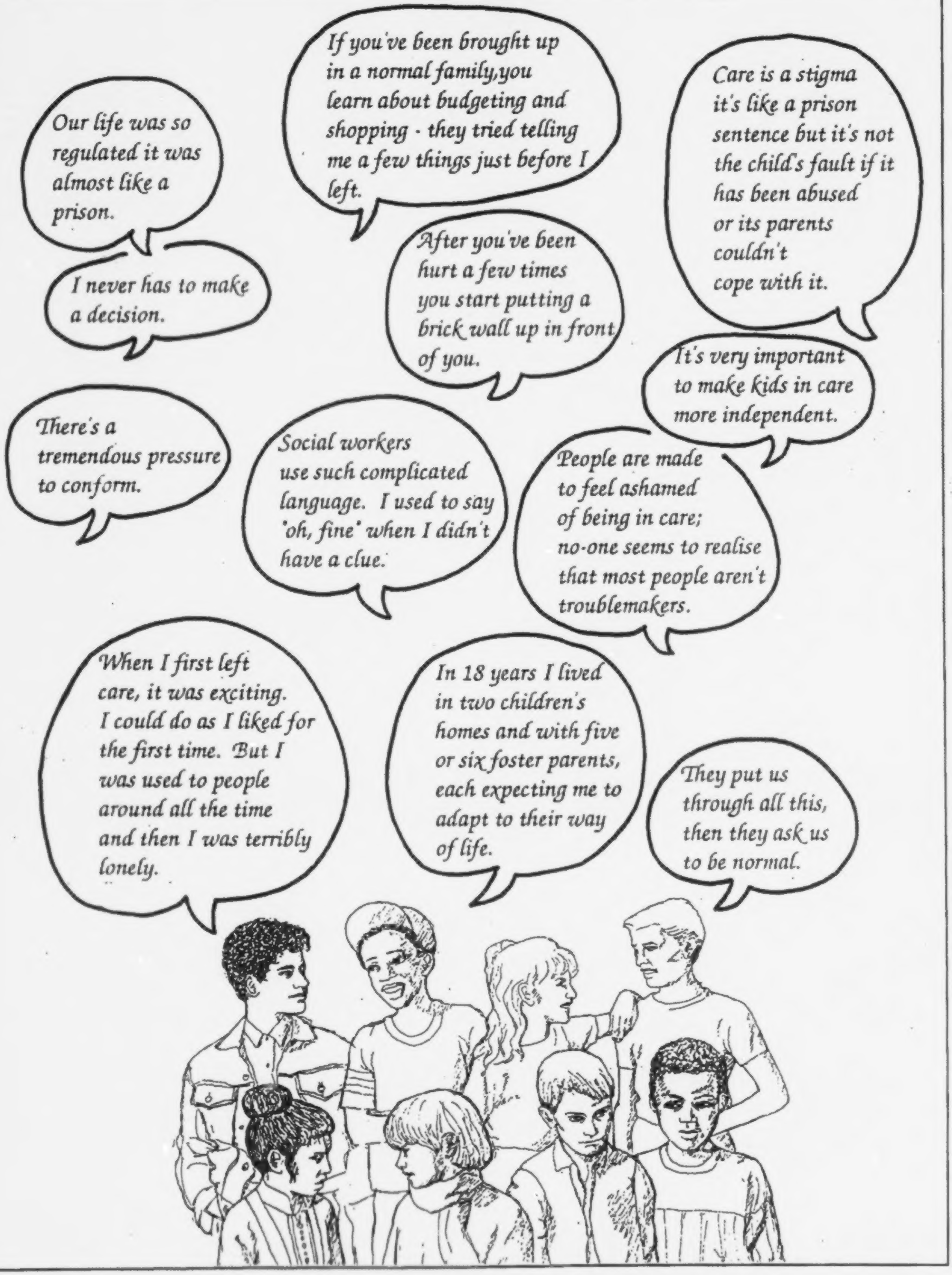
I like my life in the wagon and working in the market - it's a lot better than going to school. I went to school when I was younger and that's where I learned to speak English.

When I get older I hope to have my own stall at the market and make enough money to rent a house.



Source: SCF/Caroline Penn

STATEMENTS FROM CHILDREN IN CARE


If you've been brought up in a normal family,you learn about budgeting and shopping - they tried telling me a few things just before I left.
Care is a stigma it's like a prison sentence but it's not the child's fault if it has been abused or its parents couldn't cope with it.
Our life was so regulated it was almost like a prison.
I never has to make a decision.
After you've been hurt a few times you start putting a brick wall up in front of you.
It's very important to make kids in care more independent.
There's a tremendous pressure to conform.
Social workers use such complicated language. I used to say 'oh, fine' when I didn't have a clue.
People are made to feel ashamed of being in care; no-one seems to realise that most people aren't troublemakers.
When I first left care, it was exciting. I could do as I liked for the first time. But I was used to people around all the time and then I was terribly lonely.
In 18 years I lived in two children's homes and with five or six foster parents, each expecting me to adapt to their way of life.
They put us through all this, then they ask us to be normal.

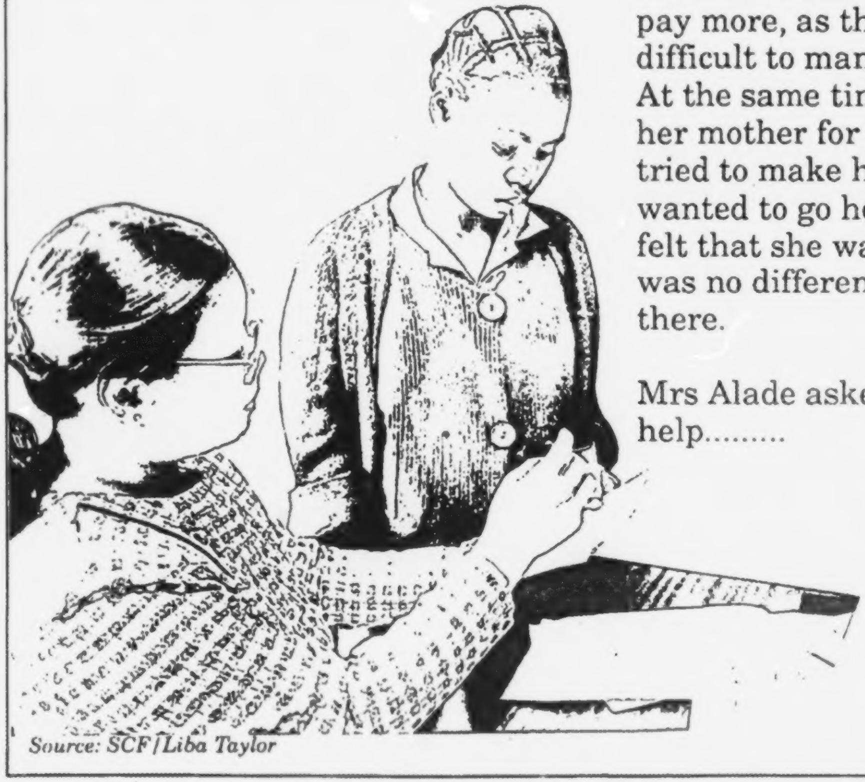
RONKE'S STORY

Ronke Alade was born in Nigeria and soon afterwards, the family moved to London where Mr Alade started a course in accountancy. Mrs Alade started to study nursing and she worked part-time. Ronke went to a London junior school.

Two years later Mr and Mrs Alade separated and Ronke continued to live with her mother. After a while Mrs Alade found it too difficult to cope with Ronke and a job so through friends she contacted Mrs and Mrs Bennett who had no children of their own and who were willing to let Ronke stay with them. Mr and Mrs Bennett were retired and lived in a little village in Yorkshire. Ronke attended the local school there and Mrs Alade paid the Bennetts a small sum for maintenance and to provide clothes.

A friend advised Mrs Alade that Ronke should return to London for her secondary schooling, as her daughter might grow distant from her; but Mrs Alade travelled to Yorkshire and felt that Ronke was happy and doing well at school, so she left her there.

Ronke started secondary school in Yorkshire; she was the only black girl for miles around.



Source: SCF/Liba Taylor

Then the Bennetts asked Mrs Alade to pay more, as they were finding it difficult to manage on their pension. At the same time Ronke came to visit her mother for Christmas. Mrs Alade tried to make her stay, but Ronke wanted to go home to Yorkshire - she felt that she was a Yorkshire girl and was no different from anyone else there.

Mrs Alade asked a social worker for help.........

BLACK CHILD - WHITE FAMILY -
Points of view from black children who were fostered or adopted by white families.

DAVID

David's mother is English and his father is Nigerian (Yoruba).

'It's obvious to me that my foster parents wouldn't have been able to bring me up as a black person. No one ever mentioned anything to me about being black all the time I was in care. I was always taught in my growing up that black was bad, and that because I spoke nicely white people would accept me as being one of them - it doesn't matter about my skin colour, that doesn't matter, blot that out. That is the attitude I was given - and still get.

I think that a lot of my problems when I was a youngster were down to my colour. The reason why I exaggerated my personality when I was a kid was to be noticed as a person, not as they thought I was. I think this was because I didn't know anything about being black. People used to call me black bastard, coon, wog and all this kind of stuff, and I didn't know why. Not at that age. My foster parents didn't do a lot for me as far as black consciousness goes - that's one thing they did absolutely nothing for. They definitely didn't encourage it. They'd make comments that 'everyone's the same' which isn't true. Everyone's different and that needs to be emphasised to us when we're younger otherwise we reject what makes us different and that gets us into a terrible problem when we're older. The worst problem I had in care was an identity problem which nobody who was around at the time could help me with. I feel that black kids should go into black families.'

SHARON

Sharon's father is Jamaican and her mother is Irish.

'I didn't realise I was black when I was with my foster parents. The whole area was white. I went to nursery school but there weren't any other black kids there. I didn't realise I was any different. It was never discussed.

After I went to live with my Dad, that's when I found out I wasn't quite white at all. One of my cousins put her arm next to mine and said: 'You're not white, you're black' and I couldn't cope with it. I was about six. We did get a lot of stick, where we lived in south London when I came back from living with my foster parents. That's when I found I wasn't white and the kids used to call me 'black bastard'. We just tried to be like them but they wouldn't accept us.

I think black children should go to black families from the start. The younger the better. I think social services are set up to provide the best care and I don't think a black child going to live in a white family is the best care for a black child because a black child never came from a white family in the first place. As for children of mixed parentage well that's a bit difficult. Some people might say they'd rather be fostered with a mixed parentage family, or a black family or some even a white family ... I'd say we ought to be fostered with black people.'

ROSIE

Rosie's natural mother was white and her father was of Caribbean or Afro-American origin. She was 11 at the time of this interview.

'I just realised I was black, no one told me - I was about two. I don't think it matters having white parents. I think it's just the same. Just different colours. I'm not unhappy to be black, in fact I'm proud of my colour. I'm quite intelligent but I'm good at sports things ... I don't think that's anything to do with being black though. There's only two white children in the class but they don't get picked on. I don't know whether I'd rather have black parents - it depends on what they're like. I don't think it matters.

I'm not a half-caste. I'm a whole person. I'm black.'

144

Unit C:

CHILDREN WITH DISABILITIES

"The right of disabled children to special care and training designed to help them to achieve greatest possible self-reliance and to lead a full and active life in society." (Article 23)

One of the major problems that people with disabilities face is the attitude of the general public, and the lack of consideration that goes into planning which would assure that their needs were also met.

* Consider these two statements made by participants in a BBC programme about Telethons (see A7).

"We disabled people see our problems as coming mainly from people's attitudes, the environment and social systems that actually keep us fairly oppressed."

"People are being educated into thinking that we, disabled people, must be the receivers; not that we must integrate them into our society and give them a job, which is what we want."

Voluntary initiatives in the UK like the SCF-supported Sparky playbus project provide facilities for able-bodied children and children with disabilities to play together. This project also provides disability awareness-training with children and teachers to challenge and find ways of changing negative attitudes and behaviour towards people with disabilities.

* C1 is a comic strip story about name calling. It could be used to stimulate discussion about the cruelty of name calling, especially where a disability is concerned.

* C2 is a delightful children's story especially written for the Year of the Child in 1979 and appears in one of a series of ten book published by Blackwells The children could make up their own versions of the story of the boy with two eyes or perhaps illustrate this one in cartoon or picture form.

Teachers may remember a publicity poster compiled by the Downs Syndrome Association which depicted a photograph of a little boy showing the typical physical characteristics of Downs Syndrome. The caption was along these lines: "Years ago he would have been called an idiot or a moron: some people call him a mongol - others call it Downs Syndrome. We just call him Jimmy." This is one example of how to promote a positive attitude toward people with disabilities - see if you and your children can find more - or, better still, design some of your own.

* C3 is Martina's story - about a girl born with Down's Syndrome. It gives a positive account of what such children can achieve given the appropriate stimulation and a positive attitude by the carers.

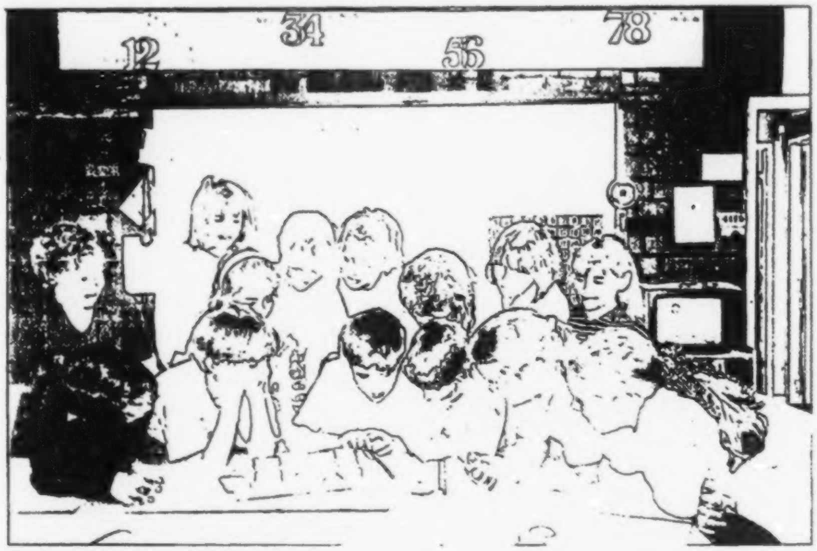
* C4 is Gopamma's story, the story of a girl in an Indian village who became disabled at the age of two through polio, caused by unclean drinking water and inadequate knowledge of preventative health care. This is also the story of Gopamma's right to a full life in her community and being helped to walk again. The Arthik Samata Mandal organisation in Andhra Pradesh built the hospital where Gopamma is receiving

medical treatment. This is a local initiative, supported by international voluntary aid including assistance from SCF.

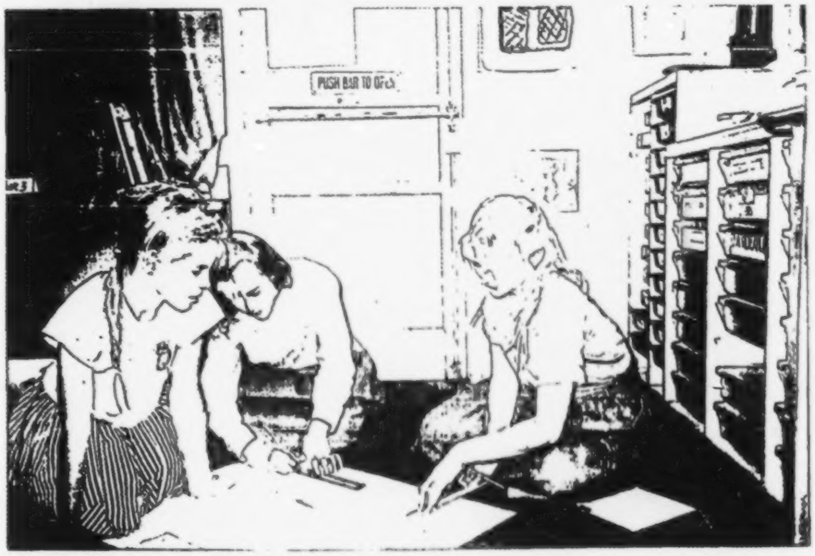
- * Survey your local environment for facilities for people with different disabilities. Children could record everything they do, and everywhere they go, in a day or a week, and consider whether or not people with different disabilities could do the same things.

- * If there is a local school for children with disabilities in your area, arrange an exchange visit. Talk to the teachers or care workers about their children's needs. Use what you have discovered to create a class project to invent or adapt toys and playthings for children who are blind, or deaf or mentally disabled.

Children at Sparsholt school created their own versions of 'Benefits' after using this activity in Unit A.

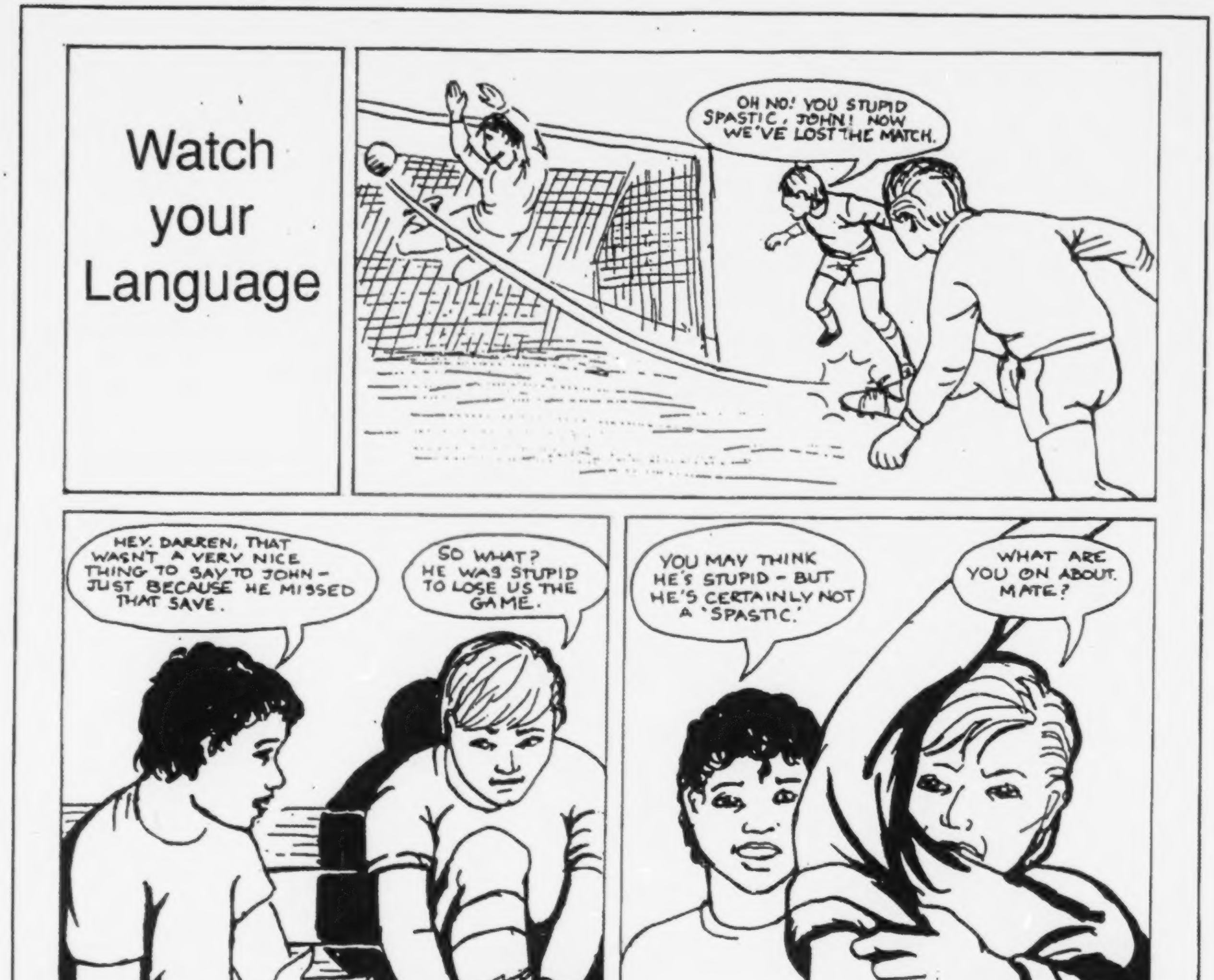


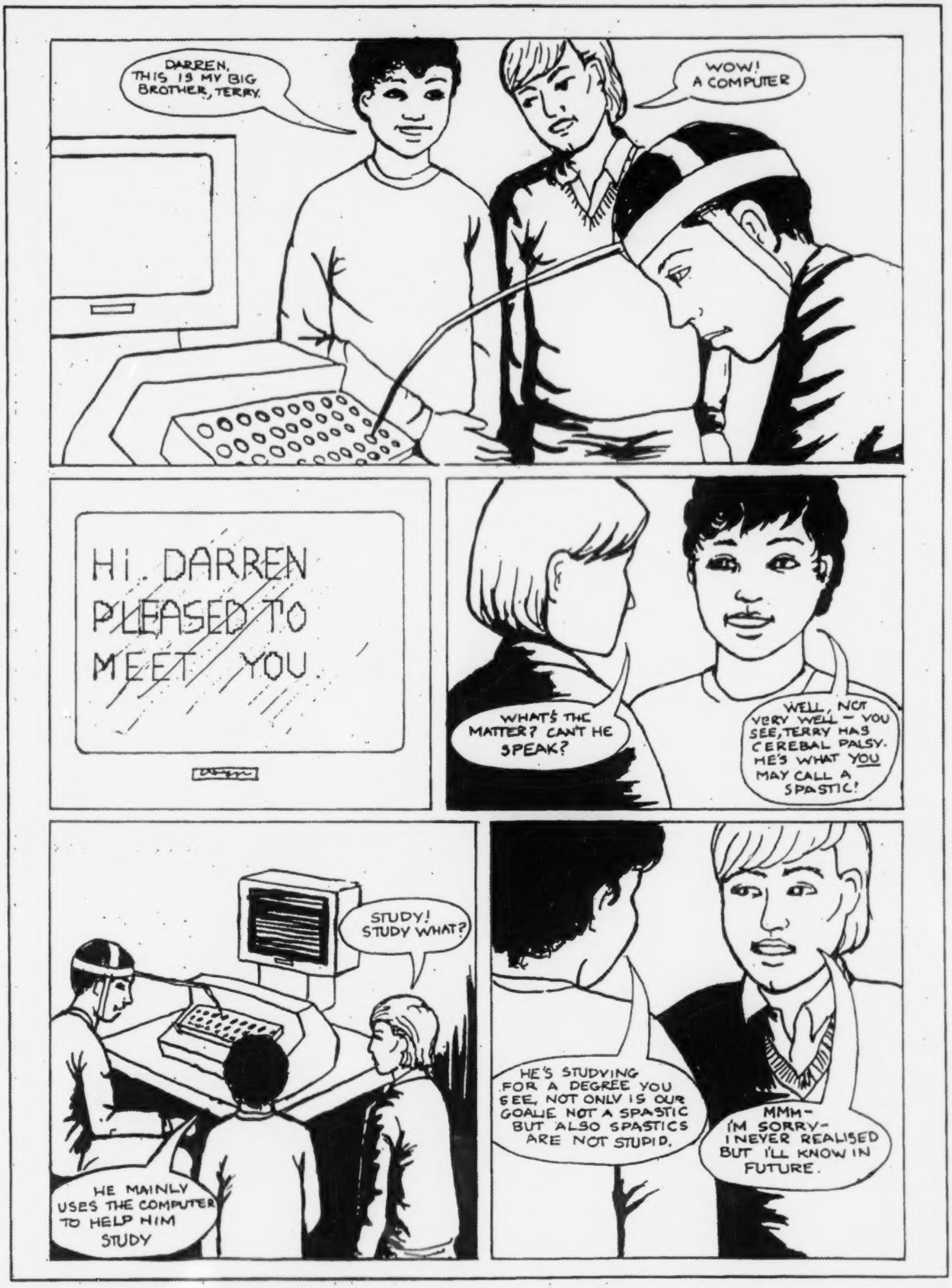
Source: Pat Francis



Source: Pat Francis

Watch your Language


OH NO! YOU STUPID SPASTIC, JOHN! NOW WE'VE LOST THE MATCH.
HEY, DARREN, THAT WASN'T A VERY NICE THING TO SAY TO JOHN - JUST BECAUSE HE MISSED THAT SAVE.
SO WHAT? HE WAS STUPID TO LOSE US THE GAME.
YOU MAY THINK HE'S STUPID - BUT HE'S CERTAINLY NOT A 'SPASTIC.'
WHAT ARE YOU ON ABOUT, MATE?
COME TO MY HOUSE FOR TEA TONIGHT AND I'LL SHOW YOU.
THAT EVENING
HI DARREN - COME IN, THERE'S SOMEONE I WANT YOU TO MEET


DARREN, THIS IS MY BIG BROTHER, TERRY.
WOW! A COMPUTER
HI. DARREN PLEASED TO MEET YOU.
WHAT'S THE MATTER? CAN'T HE SPEAK?
WELL, NOT VERY WELL — YOU SEE, TERRY HAS CEREBAL PALSY. HE'S WHAT YOU MAY CALL A SPASTIC!
STUDY! STUDY WHAT?
HE MAINLY USES THE COMPUTER TO HELP HIM STUDY
HE'S STUDYING FOR A DEGREE YOU SEE. NOT ONLY IS OUR GOALIE NOT A SPASTIC BUT ALSO SPASTICS ARE NOT STUPID.
MMM- I'M SORRY- I NEVER REALISED BUT I'LL KNOW IN FUTURE.

THE BOY WITH TWO EYES

Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us - except for one thing - they have only one eye. But it is a very special eye. With their one eye they can see in the dark. They can see far, far away; and they can see straight through walls.

Women on this planet have children - just like on Earth.

One day a strange child was born. He had two eyes! His mother and father were very upset.

The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said, "Nothing can be done."

As the child grew up, he had more and more problems. Since he couldn't see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He couldn't see long distances, so he had to have a special telescope. Then he could see the stars and other planets. Sometimes when he walked home from school he felt very lonely. "Other children see things I can't see," he thought. "I must be able to see things they don't see."

And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before...like red....and yellow....and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops. Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes and their fiery breath.

One day he met a girl. They fell in love and got married. She didn't mind that he had two eyes. And then he found that he didn't mind either. He had now become very famous. People came from all over the planet to hear him talk.

Eventually they had a son. The child was just like all the other children on the planet. He had only one eye.

MARTINA'S STORY

Martina is Swedish and she was born with Down's Syndrome. People born with this disability usually have recognisable physical characteristics, like a blunt nose and slanting eyes. There is also some degree of learning difficulty. Martina was fortunate. Although her mother was advised to put her into permanent residential care, and 'forget about her' she brought her home and dedicated herself to teaching her to speak, using music as a teaching aid.

Berit, Martina's mother was so successful that Martina was allowed to attend a day-care centre with 'normal' children. In fact she was able to attend both primary and secondary school with all the other children in her neighbourhood.

Even so, some adults have been reluctant to accept that a child with a mental disability could have a place in 'normal' society even when they have seen her joining in with all her class's activities and playing the piano at a school concert.

Berit knows the dangers of stereotyping children.

"We put labels on people. We put them into categories like ' mentally retarded'. I think it is very dangerous to do that - because behind every person with a mental disability is a human being. And all human beings are unique."

It used to be common policy to put children like Marina into an institution and not even give her the chance to learn anything. Asked what her greatest pleasures are, Martina replies,

"Music - and having people accept me as I am. I am what I am, quite simply and no one else."

C4

GOPAMMA'S STORY

Gopamma is eight years old and walks with crutches. She has recently had two operations and will shortly have a third. But Gopamma is thrilled at her new mobility because at the age of two she caught polio and for six years she was unable to walk.

Gopamma caught polio from the polluted water in her village in India. Villagers still drink this water, they have no choice as there is no other supply.

But Gopamma need never have caught polio in the first place if her parents had known about immunising their children. Polio is a totally preventable disease. A few pence pays for the polio vaccine, which is given by mouth, and which most children in the UK receive soon after birth as a matter of course.

Immunisation is not so automatic in many countries of the world, even though the price of preventing illnesses is only a fraction of the cost of expensive drugs, doctors and operations which are needed once people are ill.

In countries like India vaccination campaigns are reducing the possibility of children dying or being disabled by polio or measles, tetanus or tuberculosis, diptheria or whooping cough. Gopamma's parents have had her younger brothers and sisters immunised now but Gopamma will never be fully mobile.

Gopamma can remember the years when she had to sit and watch the other children playing and going to school and is grateful for the chance she has been given to walk again. When she grows up she wants to be a teacher who spreads the word about immunisation so that other children will not have to suffer as she did.

Unit D

NUTRITIOUS FOOD

"States should take appropriate measures to combat disease and malnutrition through the provision of adequate ***nutritious foods*** *and clean drinking water, taking into consideration the danger and risks of environmental pollution." (Article 24 (c))*

Many teachers will already be familiar with 'food' as a topic and, as such, there is wealth of resource material available. (Some of it is listed in our resource section.) This Unit, therefore, will concentrate on the **provision** of nutritious food which, of course, depends upon such factors as a) the food being available; b) the providers having enough money to purchase the food and c) the providers making the right choice of nutritious food.

A good starter activity is to make a collection of labels from tins and packets of food. Make a wall display and link the labels with their countries of origin on a large world map.

* D1 - Who provides your food? The obvious answer will be 'mum' or 'dad' etc, but of course the food chain is a lot longer than this. This is an activity based on the banana trade. The instructions are given on the pupil's page. This activity is taken from 'Whose Gold - Geest and the Banana Trade' produced by the Latin American Bureau.

* D2 is a selection of commonly heard statements about food. Children could read the statements through in groups. How many were they already aware of? How many of the statements are true for children in the class? The empty balloon is for the children to add any other food rule/taboo that they know of or which is personal to them. A display could be made of the children's own 'food bubbles'.

* D3 uses a visual presentation to emphasise the four main messages currently being emphasised by nutritionists. They could be turned into a drama activity by asking the children to make up scripts for TV commercials based on the messages.

* D4 is an activity about healthy eating and financial restraints. It can be played in groups or pairs. Each child has a menu card (photocopied from page 41) to fill in with their choice of food for one day. The activity can be played in a variety of ways, but for the first time through we suggest that they play without any financial restrictions. In other words, allow them to have free choice of any food they wish to buy. There is no limit to the amount of food in the 'shop' - i.e. more than one child can purchase the same article.

  Add up how much each child has spent and then add up the points allocated to each item of food. At this stage, the children may be relating the number of points to the health value of the food: they may also be relating it to the price.

  Do the activity a second time, allocating each child £3.50 for the day. You may decide to use play money or calculators to help them keep their accounts, depending on their age and ability. The object of this activity is to accumulate a minimum of 100 points at the end of the day (and, of course, not over-spend!)

  Another variation of the activity (perhaps with older children) is to include the 'chance' cards on page 42. This will vary the amount of money allocated to each child (although they must still strive to obtain 100 points per day). This should highlight the fact that less nutritious food is generally cheaper to buy and cause cries of "it's not fair" which will elicit discussion about people who don't have much to spend on food. (It may be interesting to note that the actual amount of state benefit which is calculated to be spent on food for a child is more like 45p per day - not £3.50!)

Use a feed-back session to discuss the results of the game.

* D5 is the story of Lucia from Negros. The following information about cash-cropping may help you and your children:

Sugar was a cash crop for Negros. This means that all the good land on the island was used for growing sugar-cane for sale to developed countries. Negros used to sell all its sugar to the United States of America who occupied the Phillipines from 1901 to 1935. Because all the land was used for growing sugar, all food eaten by those on the island had to be imported.

It was demand for sugar from countries like the USA and the UK and Europe that made countries like the Phillipines, Jamaica, Brazil and some African countries give up food production for their own people and start growing sugar for export.

The developed countries control world markets and set the prices for basic commodities like sugar, tea and coffee. The land on which the commodities are grown is often owned by or is directly producing crops for multinational companies of the USA or UK. This means that profits from the sale of crops goes to large landowners, like Mr Nolan, or large companies. The workers are often virtually slaves and badly paid.

Sugar cane is one of the oldest cash crops. In some countries they have been growing it for two hundred years. But following the sinking of ships bringing sugar to the UK in the First World War the UK started to produce sugar from homegrown sugar beet.The USA started to grow its own sugar cane, and then discovered how to produce artificial sweeteners, like Nutrasweet, from homegrown maize. Sugar from countries like Negros wasn't needed any more. For these reasons in 1984 the world market price for sugar slumped. This brought great hardship to all those countries who had depended on it as their main means of earning foreign exchange. This they could use to pay their debts and buy goods from the industrial countries.

In 1980 the price for sugar was 28.66 US cents 1lb.
In 1984 the price for sugar was 3.52 US cents 1lb.

Now these countries require our help to improve the standard of living of families like that of Lucia de la Cruz. These families, from no fault of their own, have known nothing but their menial poorly paid work on the sugar plantations which northern agricultural policies have now made redundant.

Other major cash crops produced by less developed countries for the industrialised countries, under similar conditions to those described for Negros, are tea, coffee and bananas.

Lucia's story is about how the decline in demand from developed countries for sugar produced from sugar cane, grown as a cash crop in many countries in the less developed world, has affected the lives of the workers who depended on the crop for their livelihood.

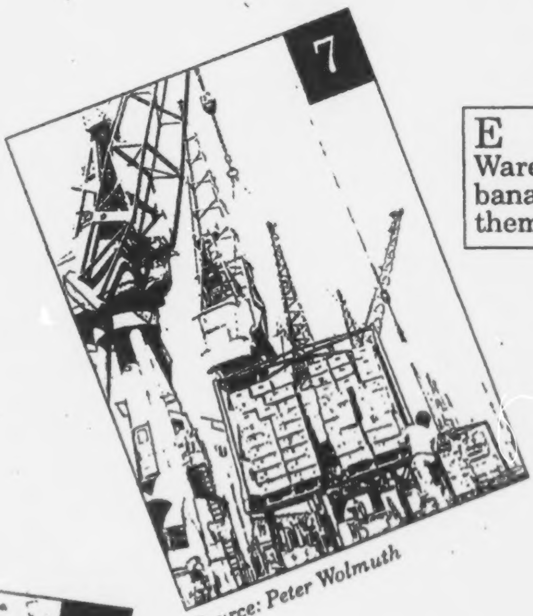
* D6 is a ranking exercise, based on the story of Lucia which can be used in two ways.

* D7 is the tale of the Speckled Red Hen - a retelling of a traditional story that vividly illustrates the dilemma many cash-crop societies are in. It easily lends itself to dramatisation while presenting certain issues in a form children can readily understand.

ON THE BANANA TRAIL - Who does what in the banana trade?

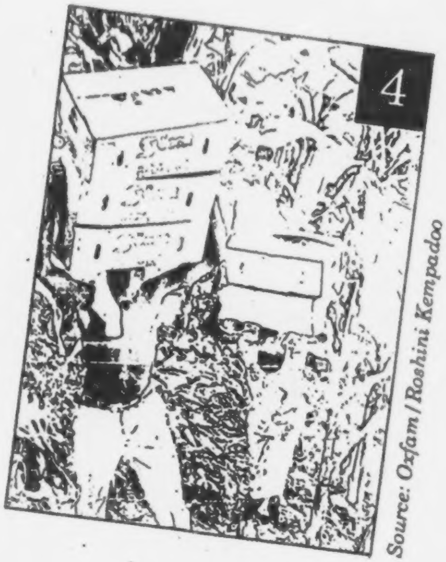
1. With a partner, look at the photos and read the boxes of information. They give you clues about how the banana trade works. See if you can match the photos with the boxes.

2. Next, on a sheet of paper, list the boxes and photos in the right order. For example, if you think box C and photo 6 go together and come first in the banana trade, write C6 at the top of your list.



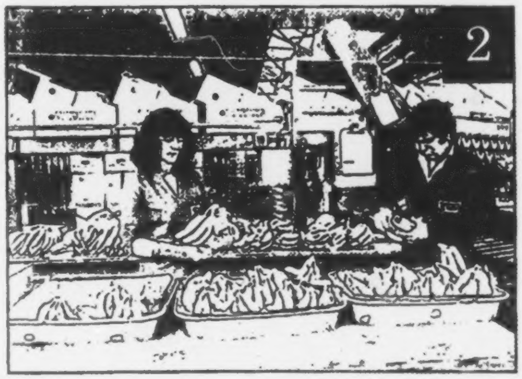
Source: Peter Wolmuth

E
Warehouse workers weigh the bananas, label them and pack them into boxes again.



Source: Oxfam/Roshini Kempadoo

D
The bananas are then delivered to supermarkets, shops and fruit stalls around Britain



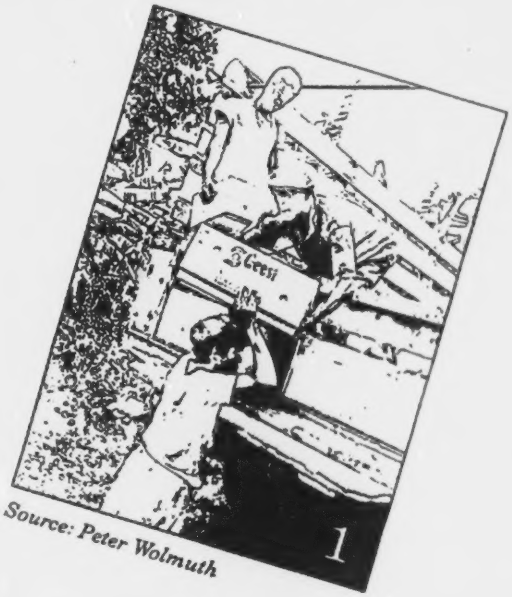
Source: Jennifer Hurstfield

A
Drivers take the bananas in refrigerated lorries to one of Geest's ripening centres. These are special warehouses where the bananas are kept at the right temperature.

B

Trucks collect the boxes of bananas and take them from the farms to the main port for loading onto one of Geest's ships.

Source: Jennifer Hurstfield



Source: Peter Wolmuth

F

When the bananas are nearly ripe, farmers pack them into boxes and they are carried to the nearest road.

Source: Jennifer Hurstfield

G

After 8 days, the ships dock at Barry in South Wales and dockworkers unload the bananas.

Source: Jennifer Hurstfield

C

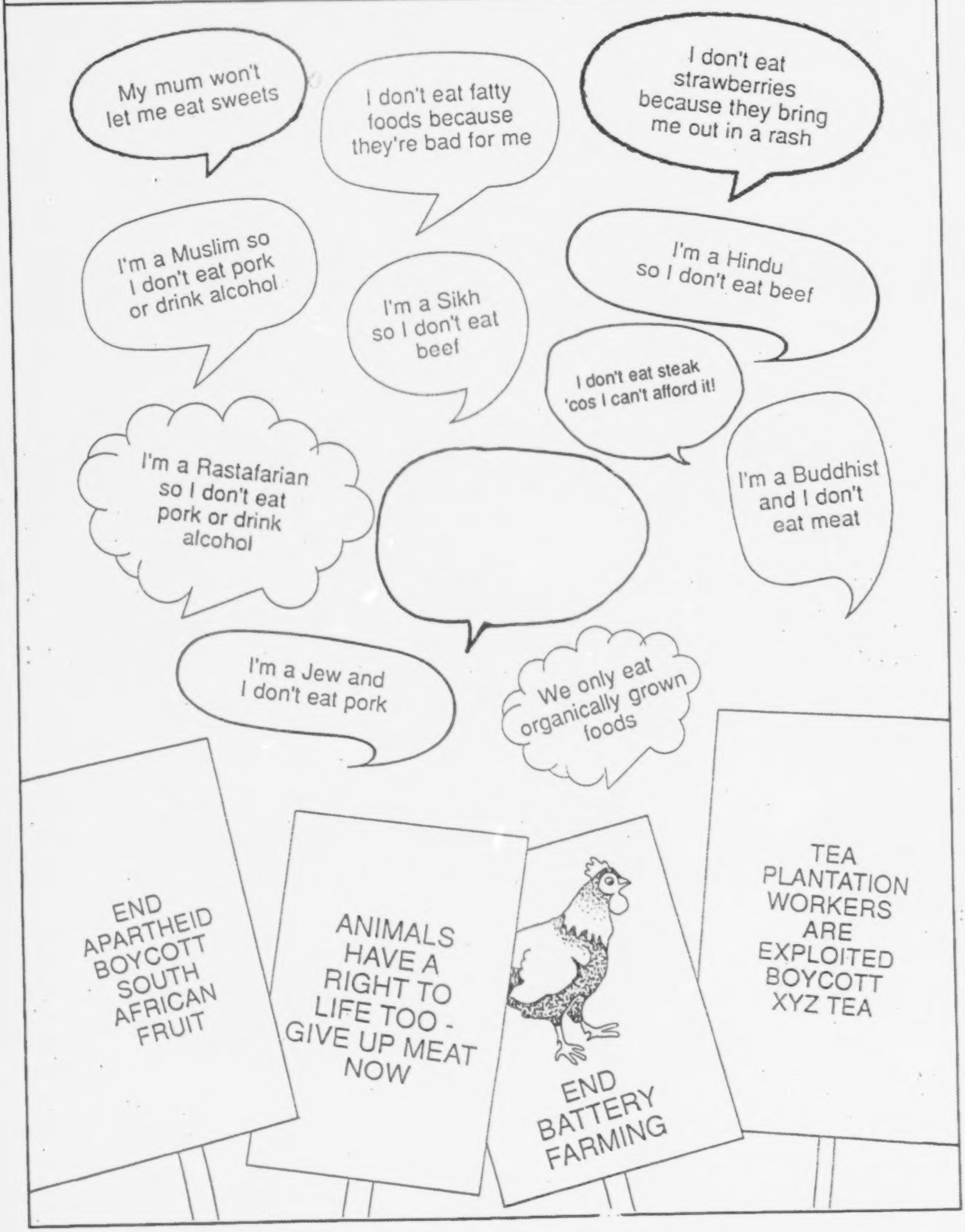
Geest bananas are grown in the Windward Islands in the Caribbean. It takes up to nine months of farming between planting and picking the bananas.

Talking Point

1. What new things have you learned about the food chain and the banana trade in particular? Did any of it surprise you?

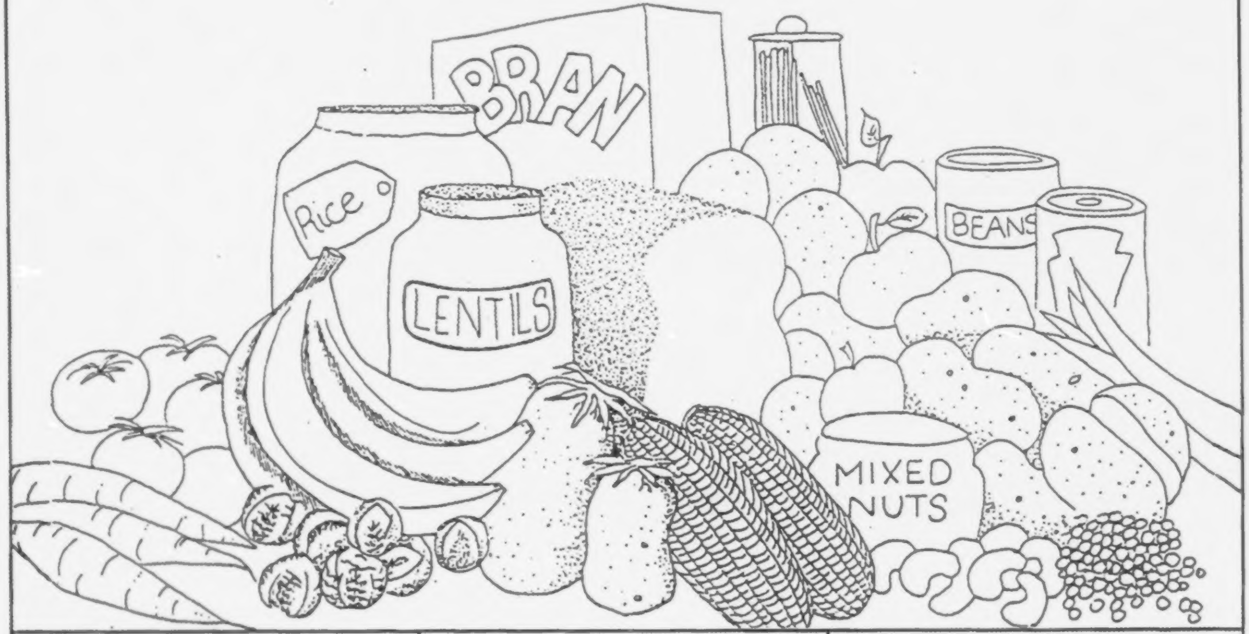
2. Now you have had a quick look at the banana trade, what new questions would you like to ask about it?

OH, I DON'T EAT THAT BECAUSE.....

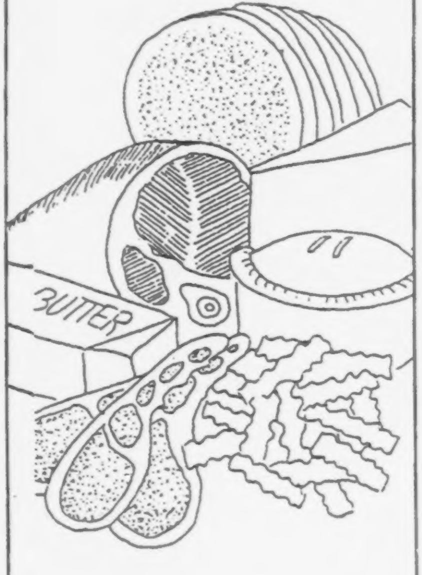

My mum won't let me eat sweets
I don't eat fatty foods because they're bad for me
I don't eat strawberries because they bring me out in a rash
I'm a Muslim so I don't eat pork or drink alcohol
I'm a Sikh so I don't eat beef
I'm a Hindu so I don't eat beef
I don't eat steak 'cos I can't afford it!
I'm a Rastafarian so I don't eat pork or drink alcohol
I'm a Buddhist and I don't eat meat
I'm a Jew and I don't eat pork
We only eat organically grown foods
END APARTHEID BOYCOTT SOUTH AFRICAN FRUIT
ANIMALS HAVE A RIGHT TO LIFE TOO - GIVE UP MEAT NOW
END BATTERY FARMING
TEA PLANTATION WORKERS ARE EXPLOITED BOYCOTT XYZ TEA

FOUR MESSAGES WE ARE GIVEN TO IMPROVE OUR HEALTH THROUGH OUR DIET

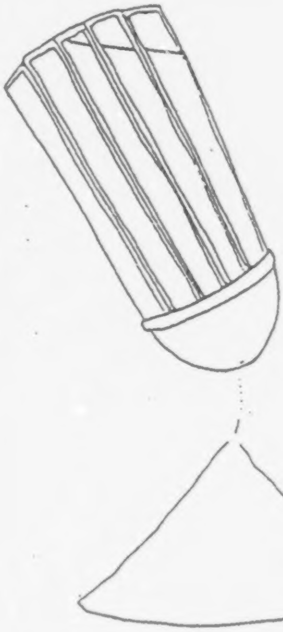
Eat more fibre
It helps move food through your system quickly - keeping it clean



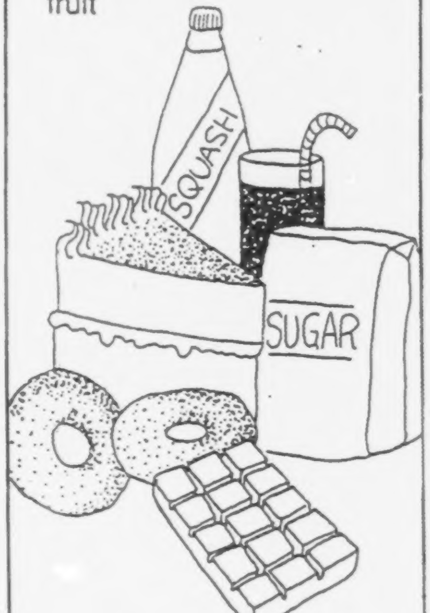
Eat less fats
and lessen the risk of heart disease



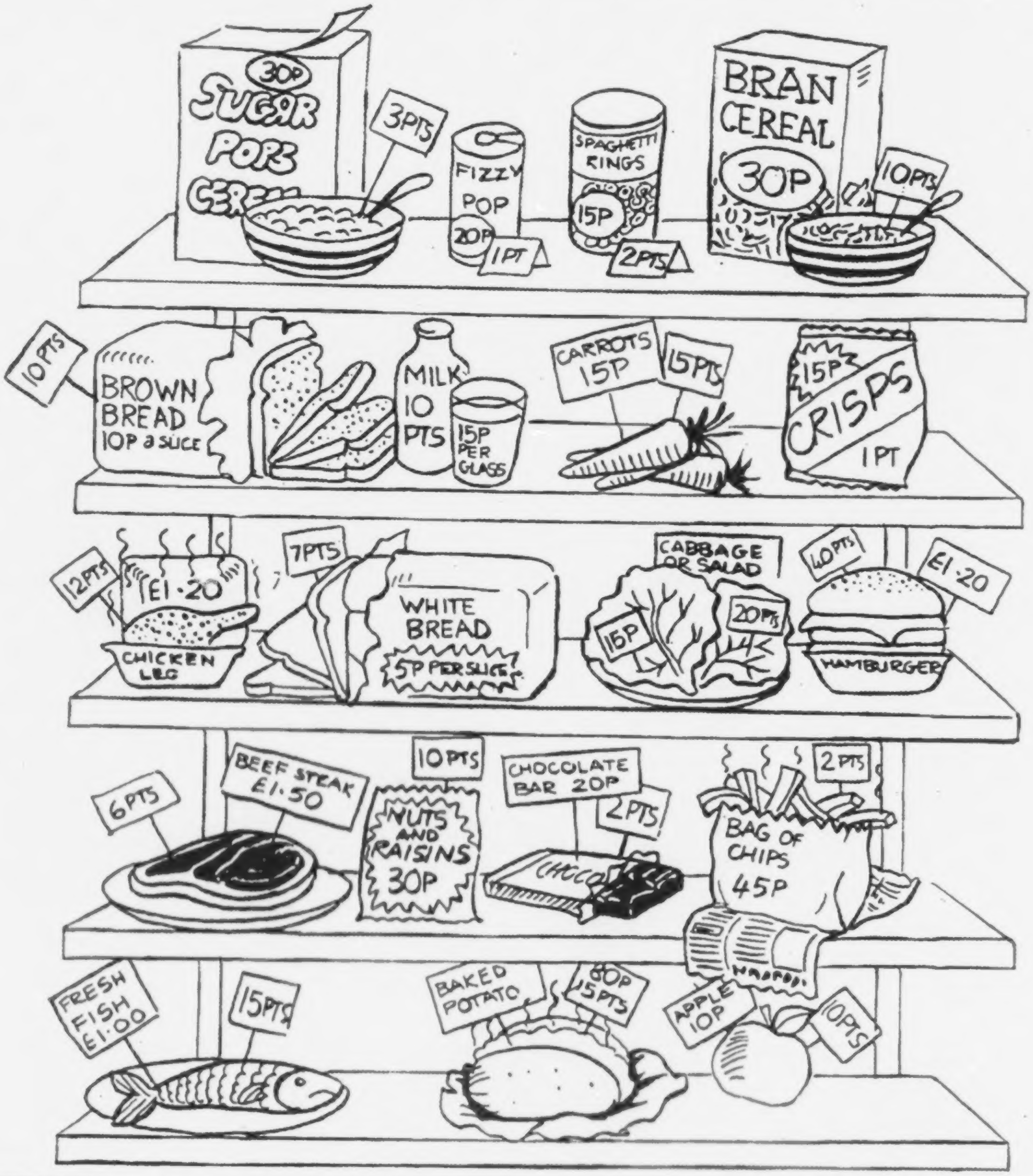
Eat less salt
you don't need to add it. Most processed foods already contain salt



Eat less sugar
it's bad for your teeth and your weight - get your energy calories from fresh fruit



FOOD, HEALTH AND MONEY



ITEM	COST	POINTS	ITEM	COST	POINTS
Sugar Pops Cereal	30p a bowl	3	Bran Cereal	30p a bowl	10
Fizzy pop drink	20p	1	Spaghetti rings	15p	2
Brown bread	10p a slice	10	White bread	5p a slice	7
Semi-skimmed milk	15p a glass	10	Carrots	15p	15
Bag of crisps	15p	1	Leg of chicken	£1.20	12
Cabbage or salad	15p	20	Hamburger	£1.20	4
Beef steak	£1.50	6	Apple	10p	10
Bar of chocolate	20p	2	Fresh fish	£1.00	6
Baked potato with cheese	80p	15	Packet nuts and raisins	30p	10

Menu card

Breakfast

Lunch

Tea/Supper

Menu card

Breakfast

Lunch

Tea/Supper

Menu card

Breakfast

Lunch

Tea/Supper

Menu card

Breakfast

Lunch

Tea/Supper

CHANCE CARDS

You have **£3.50** to spend. Have a nice day!

You bought some comics for **£1.00** so you only have **£2.50** to spend.

You lost **50p** down the drain, so you only have **£3.00** to spend.

You must pay back **£1.50** which you owe to your dad so you only have **£2.00** to spend.

Your gran gave you **50p** so you now have **£4.00** to spend.

You balance your finances well today - you have **£3.50** to spend.

You were given **£5.00** for your birthday, so now you have **£8.50** to spend!

The rent was due, so mum only gave you **£1.00** to spend today.

Lucia from Negros

Lucia de la Cruz is nearly five years old. She lives with her family on a sugar plantation, a hacienda, on the island of Negros in the Phillipines.

Source: UNICEF / Jim Wright

Life is very uncertain for Lucia and her family because just over two years ago her father, Ramon, lost his job. Ramon worked for Mr Nolan, the owner of the sugar plantation. But in 1984 the price Mr Nolan could get for his sugar fell so low that it was not worth harvesting it. On the island of Negros where 200,000 workers and their families depended on the sugar plantations it was a disaster. If there was no work there was no money with which to buy food, and people, particularly children, starved.

The de la Cruz family never had enough to eat even during the good years of sugar production. Generations of the family had lived and worked on the plantation, producing sugar for Mr Nolan.

They depended on him for everything. They live on his land, but with no electricity. Lucia's older sister, Helena, spends a couple of hours a day collecting water from the tap which is used by 50 other families.

Source: UNICEF / Jim Wright

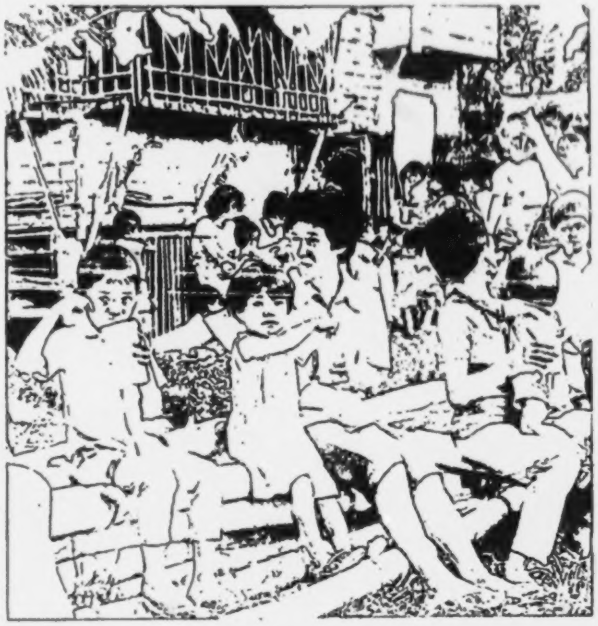
Mr Nolan never paid good wages and the family was always in debt because they had to buy all their food from the shop Mr Nolan ran. Every year there was no work from May to September so debts would be run up at the shop.

Lucia's mother, Marilyn, tried to grow some vegetables on the little strip of land round the house, but there was never enough to feed the family. During the season of no work the family lived on one meal a day of rice gruel and salt. Helena and her brother Juan only occasionally went to school. Usually they were needed to help at home or to earn a few extra pence working in the cane fields.

In November 1985 Lucia became so undernourished her parents thought that she would die, as so many other young children died at this time.

Source: UNICEF/Jim Wright

Fortunately UNICEF the Government, the Churches and other organisations mounted a campaign to feed the 140,000 children on Negros who UNICEF identified as being malnourished and vulnerable to disease.



Source: UNICEF/Jim Wright

A supplementary feeding programme was started based in local communities. Local women, including Marilyn, everyday prepare a special high nutrition food of mung beans, rice, milk and vitamin A which is fed to all young children. All young children are weighed every month to make sure that they are receiving enough nourishment.

But supplementary feeding isn't a long term solution to feeding thousands of people who have no source of income or food.

Schools and parents were provided with garden tools and vegetable seeds: okra and different kinds of beans and cabbage, and taught basic gardening techniques. Trained agricultural workers, and Ramon has become one, travel round telling people how to increase the amount of crops they can grow on a small piece of land without using artificial fertilizers or pesticides.

The aim is for families to produce enough food for their daily needs.

Source: UNICEF/Jim Wright

But there are problems. The former plantation workers do not own any land. The land they live on belongs to people like Mr Nolan who are reluctant to let people use some of their land for food production. However, the government of Corazon Aquino has announced that all plantation owners must allocate 10% of their land to their workers to plant food crops.

With help these workers could become independent. If they have enough land some of them could become large scale farmers producing food for their community. Others could raise livestock to supply milk, meat and eggs. With training others could become craftsmen and start small businesses. To help communities become independent needs money and training which can be provided both by their government and the rich industrialised countries of the North.

Source: UNICEF/Jim Wright

RANKING EXERCISE

Below are 10 statements about the story of Lucia. They can be used in two ways:

a) Group the statements according to whether they are true or false;

b) Some of these statements suggest solutions to the problem. Pick them out and discuss them.

1. All the people of Negros suffered because of the island's history.

2. It was Mr Nolan's responsibility to make sure his own workers did not go hungry.

3. Usually laws have to be made to correct injustices.

4. Lucia would have died if it had not been for the work of UNICEF and other organisations.

5. It does not matter that Mr Nolan did not do anything to help his workers because there was UNICEF, the government and the churches.

6. It was the government's duty to step in and make plantation owners give some of their land to the workers.

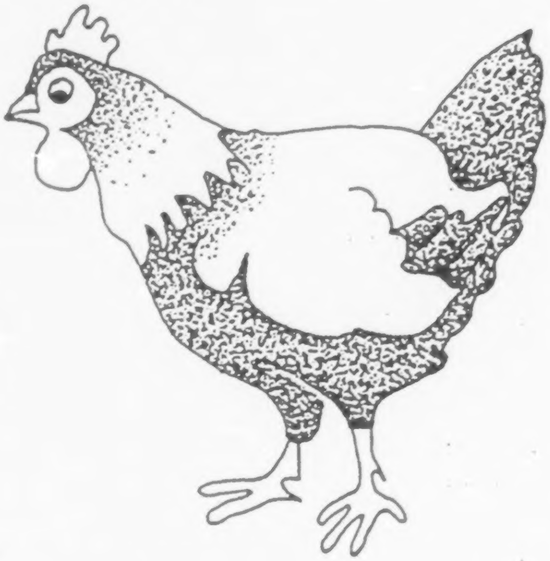
7. There was no organisation on Negros to accept responsibility for the children's right to food until UNICEF, the churches and the government stepped in.

8. When it no longer required Negros' sugar crop the USA should have helped Negros to provide a living for its people.

9. The people of Negros were hungry and there was little they could do about it.

10. A government is responsible for the health and welfare of its country's children.

The Tale of the Speckled Red Hen



Once upon a time there was a little red hen. She lived on a pleasant farm and ate the food she grew there. One day the little red hen found a grain of wheat. She thought she would plant it and grow more grain for herself.

"Who will help me plant this grain of wheat?" asked the little red hen.

"Not I," said the duck, "but I'll sell you some coffee bushes. You'll make lots of money if you grow coffee instead of wheat."

"Not I," said the pig, "but I'll buy the coffee from you when you've grown it."

"Not I," said the rat, "but I'll lend you the money you need to start with."

So the little red hen planted the farm with coffee instead of wheat.

"Who will help me to grow this coffee?" asked the little red hen.

"Not I," said the duck, "but I'll sell you some fertilizer to help it to grow."

"Not I," said the pig, "but I'll sell you some pesticides to keep it free from disease."

"Not I," said the rat, "but I'll lend you the money to buy the fertilizer and the pesticides you need."

So the little red hen worked long and hard. She spread the fertilizer and sprayed the insecticide on her coffee bushes. Even though it was costing her so much more than it would have done to grow wheat for herself, she kept thinking of the money she would get for it. Then came harvest time:

"Who will help me to sell my coffee?" asked the little red hen.

"Not I," said the duck, "but you'll need my factory to roast and pack it."

"Not I," said the pig, "everyone's growing coffee now and the price has hit rock bottom."

"Not I," said the rat, "but you have to repay all your debts now."

So the little red hen realised that she had made a mistake growing coffee instead of wheat, because she was deep in debt and had nothing to eat.

"Who will help me to find something to eat?" asked the little red hen.

"Not I," said the duck, "you haven't any money to pay for it."

"Not I," said the pig, "there's not enough to go round since everyone started to grow coffee."

"Not I," said the rat, "but I'll take your land instead of the money you owe me and perhaps I'll let you stay and work for me."

Unit E

CLEAN WATER

*"States should take appropriate measures to combat disease and malnutrition through the provision of adequate nutritious foods and **clean drinking water,** taking into consideration the danger and risks of environmental pollution." (Article 24 (c))*

As with food, 'water' is such a wide topic area that we have again concentrated on one aspect - the child's right to **clean** water.

* Brainstorm or discuss which sources of water are clean and safe to drink and which are not.

* E1 starts children off with some suggestions e.g. tap water, puddles in the playground, stream water, etc.

* What happens when you drink dirty water? You may find these facts useful:

Water-borne diseases e.g. diarrhoea, cholera, typhoid, polio, are spread by drinking or washing hands, food, or utensils in contaminated water.

Water-washed diseases e.g. leprosy, yaws, scabies, roundworm, are spread by poor personal hygiene, insufficient water for washing and lack of facilities for proper disposal of human waste.

Water-based diseases e.g. bilharzia, is transmitted by a vector (carrier) which spends part of its life-cycle in water. Contact with infected water allows the parasite to enter humans through the skin or mouth.

Diseases with water-related vectors e.g. malaria, sleeping sickness, river blindness, are passed through infection-carrying insects breeding in stagnant water.

Faecal disposal diseases e.g. hookworm, are caused by organisms breeding in excrement when sanitation is inadequate.

* E2 is a comic strip story from a free Zimbabwean magazine which is designed to teach children about water hygiene. You may want to reproduce only half the story and ask the children to continue it before showing them the rest of the story.

* What do we do in this country to ensure that the water we drink is as safe as possible? Look at reservoirs, filtration plants, etc. If we are not sure that our water is safe to drink out of the tap, what can we do? (Buy bottled water or a filter, boil drinking water etc.)

* Children could experiment with making their own filters. A good container to use is a clear plastic lemonade bottle with the bottom cut off and turned upside down. The children can experiment with layers of different materials such as sand, gravel, nylon tights, coffee filter paper, and so on to see which makes the best filter. Pour dirty water through the wide end of the bottle through the filtering material and collect from the narrow end in a beaker.
N.B. DO NOT TRY DRINKING THE WATER TO TEST IT!

Access to clean drinking water is a problem in many countries.

* Here we recommend using the game 'Butimba', which appears in the UNICEF book 'Clean Water - a Right for All' (see Resources section). Butimba is an activity which involves the use of extensive addition and multiplication sums to determine how much time a family in the East African village of Butimba spends collecting water during two dry seasons and two wet seasons.

* Also, a showing of the video, 'Orkendi', is recommended. See the resources section for details.

To quote again from Article 24.....
"States should take appropriate measures to combat disease....... taking into consideration the danger and risks of environmental pollution."

Water pollution is becoming a serious problem in UK. Our inland waterways and coastal waters are being polluted by agriculture, industry and the disposal of domestic sewage. We can no longer take the purity of our drinking water for granted, as the people of Camelford in Cornwall learnt to their cost.

* E3 is an activity based on the real-life event in 1988 when the drinking water in Cornwall was polluted by accident. The information is taken from news reports at the time.

  Give groups of children the page of statements. These ten statements, which are not reproduced in the correct order, tell the story, although there is more than one way to put the story together. It is suggested that the children separate the statements by cutting along the dotted lines. They can then manipulate the statements to form what they feel is the most likely story.

  WHAT HAPPENED
  A relief lorry driver accidentally disposed of aluminium sulphate into a tank in which lay processed water at an unstaffed treatment works at Lowermoor, near Camelford. Figures show that drinking supplies immediately after the accident had been contaminated by aluminium between 3,100 to 6,000 times the World Health Organisation maximum safety limits. People using the water complained of skin rashes, diarrhoea, hair turning green and mouth ulcers. Some said their children were hyperactive. Nine months later some people were still suffering the effects of the incident.

  The main pipes were flushed out, killing 61,000 fish in the Allen and Camel rivers. The water authority have taken out new safety measures to ensure that an accident of this kind could not happen again. These measures include sealing and labelling tanks which contain processed water in unattended water plants, so that no-one can open them unintentionally. *(It is alarming to note that the water at Camelford was subsequently polluted for a second time some months later! - Ed)*

  Several villages in the areas affected by this incident reopened old village wells until they were sure that the water was safe. The government has said that no long-term effects to people's health is likely from this contamination. Other experts argue that long-term effects are difficult to predict. For example, aluminium is being linked to Alzheimer's Disease, the effects of which often do not appear for many years.

When the groups are finished they should discuss the following:

1. Why do you think people did not realise immediately that the water they were drinking was polluted?
2. How did they eventually realise that their water was polluted?
3. What did the water authority do with the polluted water?
4. What safety measures do you think the Water Authority took to ensure that this kind of accident wouldn't happen again?
5. What would you do if you thought your drinking water was polluted?

* E4 is a poem about how factory pollution killed fish in the Juru river near Penang, Malaysia. Kuala Juru, the fishing village at the mouth of the river, became very poor as a result. This poem is based on the plight of the villagers who protested at length to the state authorities about river pollution being caused by the factories in the nearby industrial estate.

* The children could write poems of their own about pollution. An acrostic form may provide a useful structure.

* E5 is a role play activity which could be carried out on the subject of river pollution. For it to be done effectively children will need to have done some research into the agricultural and industrial pollution of our waterways. UNICEF's book 'Clean Water - a right for all' has a chapter on UK water pollution. (see Resources)

If you would like more information about water pollution contact Greenpeace whose address is in our resources section.

* Survey other ways in which your local environment presents hazards to growing children e.g. exhaust fumes, agricultural spraying, factory emissions, litter or refuse.

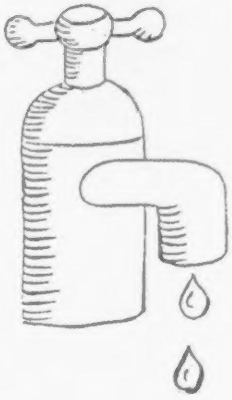
* Collect information on the Greenhouse Effect and make a display in school. The children could design posters about environmental pollution either locally or internationally. Obtain permission to display them in a public place (e.g. the library, high street building society, town hall, Citizens Advice Bureau, etc).

CAN YOU DRINK THIS WATER?

1. The Tap?

Yes ☐

No ☐



2. A puddle in the playground?

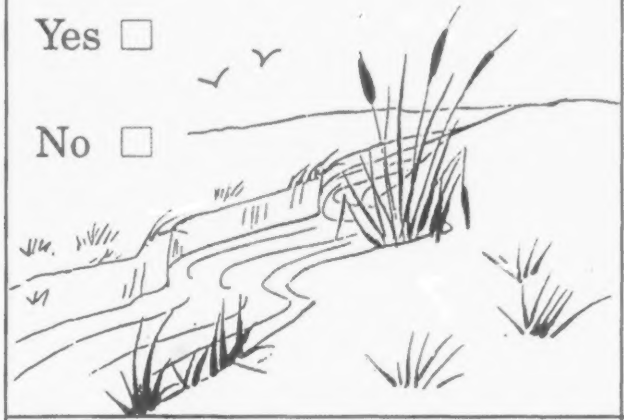
Yes ☐

No ☐

3. A stream?

Yes ☐

No ☐



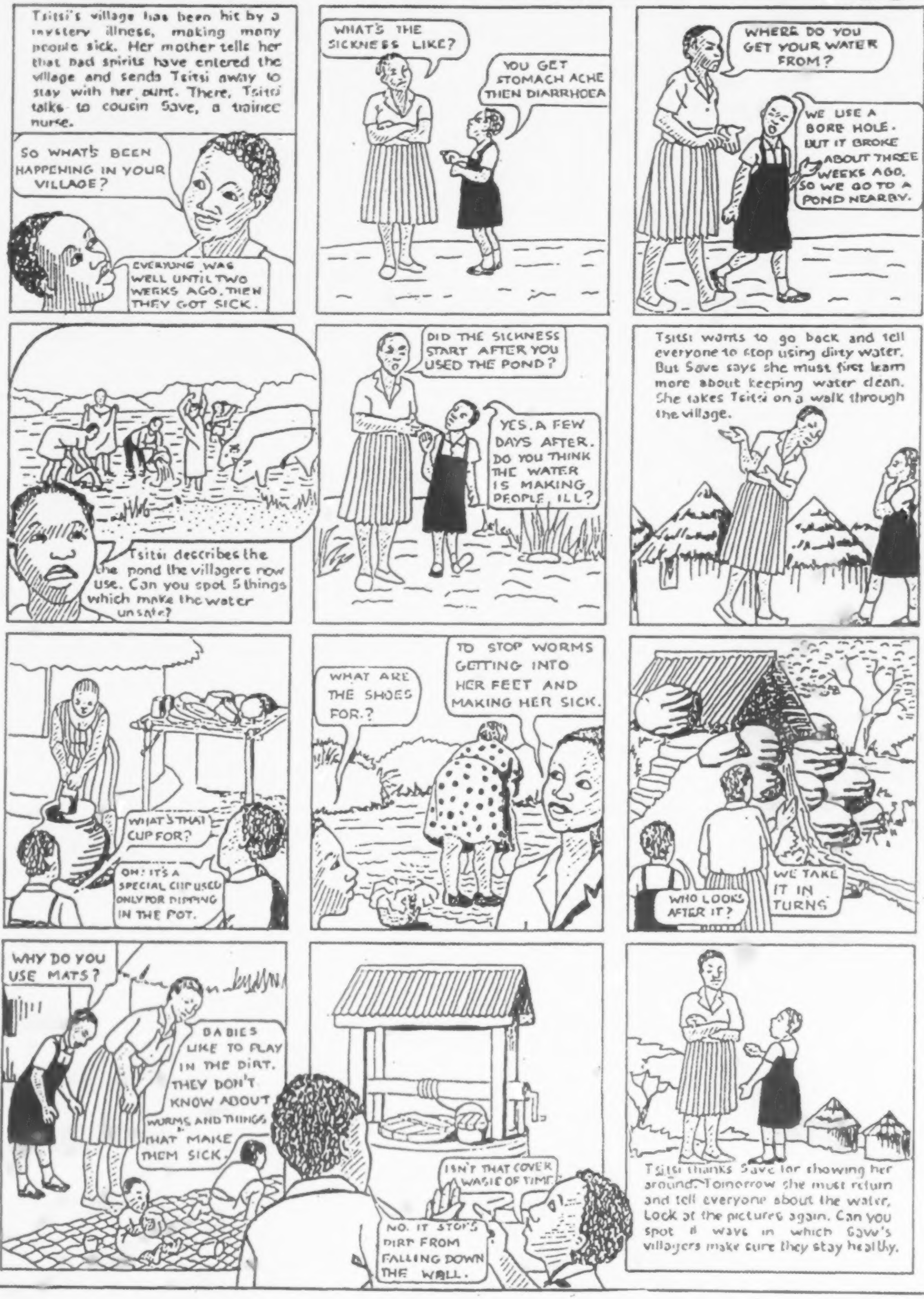
Can you think of any more?

4.

5.

6.

TSITSI AND THE MYSTERY ILLNESS


Tsitsi's village has been hit by a mystery illness, making many people sick. Her mother tells her that bad spirits have entered the village and sends Tsitsi away to stay with her aunt. There, Tsitsi talks to cousin Save, a trainee nurse.
SO WHAT'S BEEN HAPPENING IN YOUR VILLAGE?
EVERYONE WAS WELL UNTIL TWO WEEKS AGO. THEN THEY GOT SICK.
WHAT'S THE SICKNESS LIKE?
YOU GET STOMACH ACHE THEN DIARRHOEA
WHERE DO YOU GET YOUR WATER FROM?
WE USE A BORE HOLE. BUT IT BROKE ABOUT THREE WEEKS AGO. SO WE GO TO A POND NEARBY.
Tsitsi describes the the pond the villagers now use. Can you spot 5 things which make the water unsafe?
DID THE SICKNESS START AFTER YOU USED THE POND?
YES. A FEW DAYS AFTER. DO YOU THINK THE WATER IS MAKING PEOPLE ILL?
Tsitsi wants to go back and tell everyone to stop using dirty water. But Save says she must first learn more about keeping water clean. She takes Tsitsi on a walk through the village.
WHAT'S THAT CUP FOR?
OH! IT'S A SPECIAL CUP USED ONLY FOR DIPPING IN THE POT.
WHAT ARE THE SHOES FOR.?
TO STOP WORMS GETTING INTO HER FEET AND MAKING HER SICK.
WHO LOOKS AFTER IT?
WE TAKE IT IN TURNS
WHY DO YOU USE MATS?
BABIES LIKE TO PLAY IN THE DIRT. THEY DON'T KNOW ABOUT WORMS AND THINGS THAT MAKE THEM SICK.
ISN'T THAT COVER WASTE OF TIME
NO. IT STOPS DIRT FROM FALLING DOWN THE WALL.
Tsitsi thanks Save for showing her around. Tomorrow she must return and tell everyone about the water. Look at the pictures again. Can you spot 8 ways in which Save's villagers make sure they stay healthy.

WATER POLLUTION IN NORTH CORNWALL

Below are ten statements which tell a story about a real-life pollution incident in 1988. Cut along the dotted lines to separate the statements then decide on the best order for the statements.

As a result thousands of fish were killed in these rivers.

Investigations were carried out to find out what was causing these symptoms.

The driver thought that the tank contained untreated water.

The Water Board now have new safety measures. This is to ensure that this kind of accident will not happen again.

In July 1988 the drinking water in North Cornwall was polluted.

It was discovered that the drinking water supply had been polluted.

Shortly afterwards local people started complaining of skin rashes, diarrhoea and mouth ulcers.

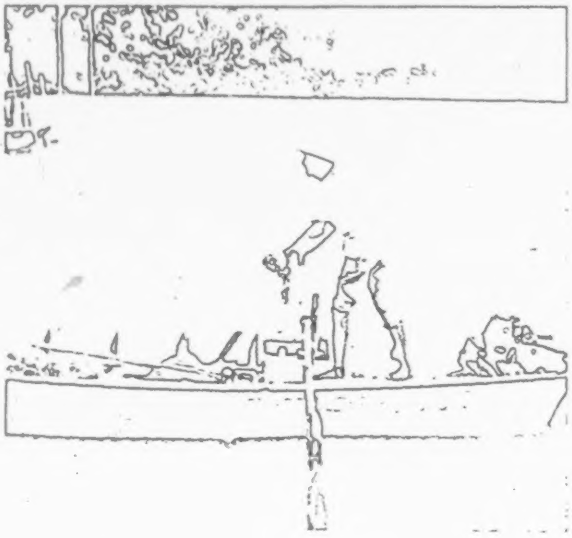
It was three months before the drinking water was returned to normal.

This happened because a relief lorry driver accidentally dumped 20 tonnes of aluminium sulphate into a tank of clean, treated water at a water treatment works.

The Water Board flushed the water out of the tank and mains pipes into surrounding rivers.

DEATH OF A VILLAGE

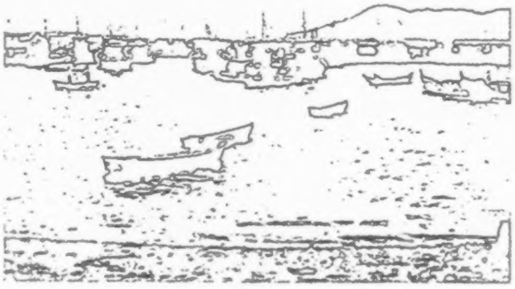
The fish
in the river
poisoned by
progress's vomit
are dying.......
and nobody cares



smaller catches for
inshore fishermen

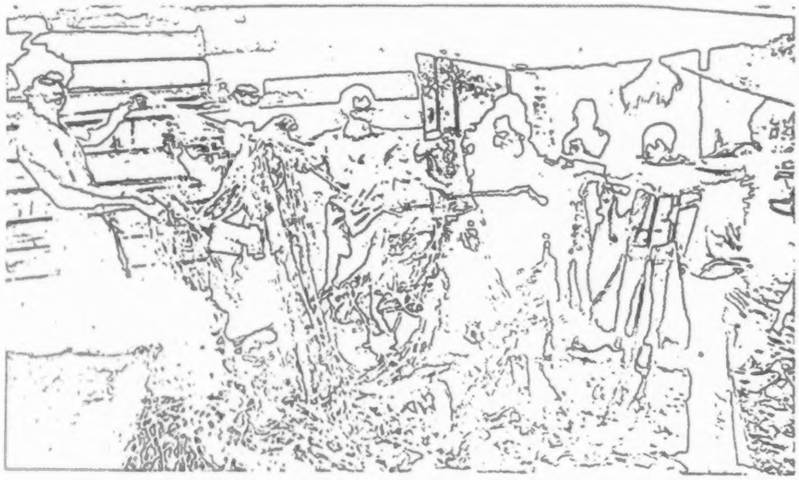
The birds
that feed on the fish
in the river
poisoned by
progress's excrement
are dying.....
and nobody cares

And so
a once-proud village
sustained
for centuries
by the richness
of this river
dies.....
and nobody cares



trawlers are a threat to
fishermen's livelihood

We blind mice
We blind mice
see what we've done
see what we've done
we all ran after
Progress's wife
she cut off our heads
with Development's knife
have you ever seen
such fools in your life
as we blind mice?



fishing nets and
equipment damaged by
trawlers

POLLUTION - A ROLE PLAY ACTIVITY

OBJECTIVES - To help children to appreciate the importance of water in the local environment.

1. Establish a village creating roles:
   - factory workers working up river (just over half the children).
   - some farm workers working on farms down river from the factory.
   - villagers

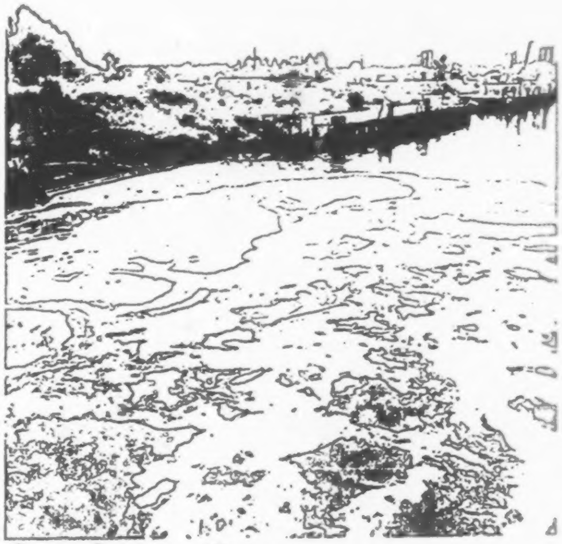
2. Set up a factory. The factory workers can operate machines by mime with their own sounds, appropriate music or perhaps a 'sound effects' recording.
   Set up farmers miming their daily tasks.

POINTS TO DISCUSS:

a) what the factory makes (select an owner and a few managers).
b) what type of farms - farmworkers' duties (select a few farmers)

3. Some of the village children fall sick after swimming in the river.

4. A Health Inspector visits the village to determine the cause of the sickness. Someone is polluting the river. Is it the factory or the farmers? The Health Inspector and a representative from the Water Authority visit the factory and farms to see what waste products are being allowed to drain into the river. Role play what they find.



Source: Greenpeace / Greig

Source: Greenpeace / Greig

5. Factory workers and farm labourers meet separately to discuss what to do, as do factory owners and farmers.

POINTS TO CONSIDER:

Factory Owner
   a) costs of improvements to prevent pollution.
   b) the effects of costs on production and customers.
   c) his or her responsibility to the environment and other people.

Villagers
   a) fear for their jobs.
   b) health risk to people and animals.

Farmers
   a) the way they use pesticides and fertilizers.
   b) whether to build new silos.

6. Farm labourers and factory workers approach their management and owner to complain. Spokespersons can be elected to state their cases.

7. Managers and owners will need time to discuss the problems. Villagers may observe.

8. Teacher (in role as director of the board of managers) may suggest that all factory workers are sacked if they complain.

9. A full meeting should follow when this announcement can be made. Villagers should express their views and any possible solutions to the dilemma.
   Teachers be ready to step out of role to calm the situation!

Unit F

Health Care and Education

"The right of children to attain the highest level of health possible and to have access to health and medical services, with special emphasis on primary and preventative health care and the reduction of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices." (Article 24)

* Ask children "Who looks after you when you're ill?" (The answers the children give will probably start with the family and go on to state provision).Then ask them "How can we keep healthy so we shouldn't need to go to the doctor very often?"

Preventing ill health can involve trying to change people's social and economic circumstances. These are often the underlying causes of drinking contaminated water or having an inadequate intake of proteins. All the way through these activities, children could be guided towards asking "why" questions like: "Why are some children not vaccinated?" or "Why do some children continue to suffer from diarrhoea?" This approach can lead to discussion and understanding of the importance of preventative rather than curative health care.

Nowhere is preventative health care more needed than in the so-called 'Third World" where doctors can be few and far between, and any kind of medical attention and drugs are also in short supply. The task for government Ministries of Health and for international voluntary agencies is to increase preventative services like immunisation while at the same time involving people as far as possible in their own health care. This can be done through health education initiatives at local level and in the setting up of drugs funds where people pay small amounts for medicines which enable clinics to buy more supplies and so ideally become self-financing.

* F1 is a health time line which the children can use to research their own medical history (with help from their parents). Children could make their own medical time-lines, or design and fill in a health chart showing their childhood illnesses, injuries and treatments. This topic could also be an emotive one for personal descriptive writing.

Along with the development of regular immunisation services will hopefully come at least some of the preventative child health care services your children may identify in F1. If they just imagine that for some women in some countries none of these check-ups and preventative measures ever take place then the scale of the work undertaken by SCF, UNICEF and their partners can begin to be realised.

* F2 is a pictorial representation of the Cold Chain. Children may not realise that vaccines have to be kept at very low temperatures if they are to remain effective. This fact alone has posed many problems in countries with high temperatures and little infrastructure for the delivery and use of vaccines. Solar panels, camels and donkeys have all been used in the effort to bring this low-cost, highly effective protective form of health care to people living in remote villages. This information sheet shows the Cold Chain - the way in which vaccines are put in place for an immunisation programme.

* F3 is a sheet showing how ORS - Oral Rehydration Salts - are mixed. ORS is one of the greatest, and simplest medical breakthroughs of the 20th Century. Every year millions of children under five die of dehydration caused by severe diarrhoea. Diarrhoea is largely caused by drinking dirty water or eating food which has been contaminated by flies or been touched by someone with unclean hands. The children could experiment by mixing up their own ORS.

* Carry out a survey and draw a map of the local area around school/home and indicate the provision of doctors, health centres, clinics, dentists and hospitals. Do the children feel that the local facilities for health care are adequate?

* A greater emphasis is being placed on prevention rather than cure. Look for examples of public health education locally and in the media.

Education about the HIV virus and how to avoid infection have given health educators the biggest challenge they are ever likely to meet. For there is no cure for AIDS and prevention means dramatic changes in personal behaviour for peoples of most cultures. There is an ever increasing range and variety of education packages being produced to teach young people about HIV and AIDS, also awareness raising media campaigns. You may wish to integrate education about the HIV virus into this part of your work.

* This picture comes from a leaflet which was part of a campaign to help Asian women in the UK to make full use of the National Health Service.

The leaflet informed an expectant mother that the ante-natal clinic will:
(i) check her baby is developing properly; (ii) make sure she is well; (iii) give her advice about diet and exercise; (iv) giver her extra iron and vitamins as necessary; (v) check that her medicines are safe; (vi) arrange where her baby will be born; (vii) invite her to parentcraft classes to learn more; (viii) listen to her questions or worries. Also, working women have the right to go to the clinic without losing pay.

* Ask the children to think of all the reasons why it is important for a woman who is expecting a baby to go to a clinic and why they think that people who have settled in UK from other countries might not make use of health services.

* Identify local facilities provided for pregnant women, infants and growing children. Are they adequate?

* Children could work in small groups to discuss how they would improve the cleanliness, appearance and safety of local areas in which young children are growing up. Children living in the same small area could be grouped together to discuss their street or neighbourhood; part of the school and local shopping areas/precincts could also be considered.

* Having drawn up a list of 'good and bad' features of the area, and maybe drawn a sketch map of the area, children could then do some field research in or out of school time. To be sure that all the possibilities are considered by all the groups, a brainstorm could take place either before or after the group discussions to bring out ideas of what is and is not 'acceptable' in the environment.

For the field research, emphasise the importance of observation - looking for things which are unsanitary, dangerous to young children, the disabled, old people; similarly points which are inconvenient for mothers, the disabled and the elderly.

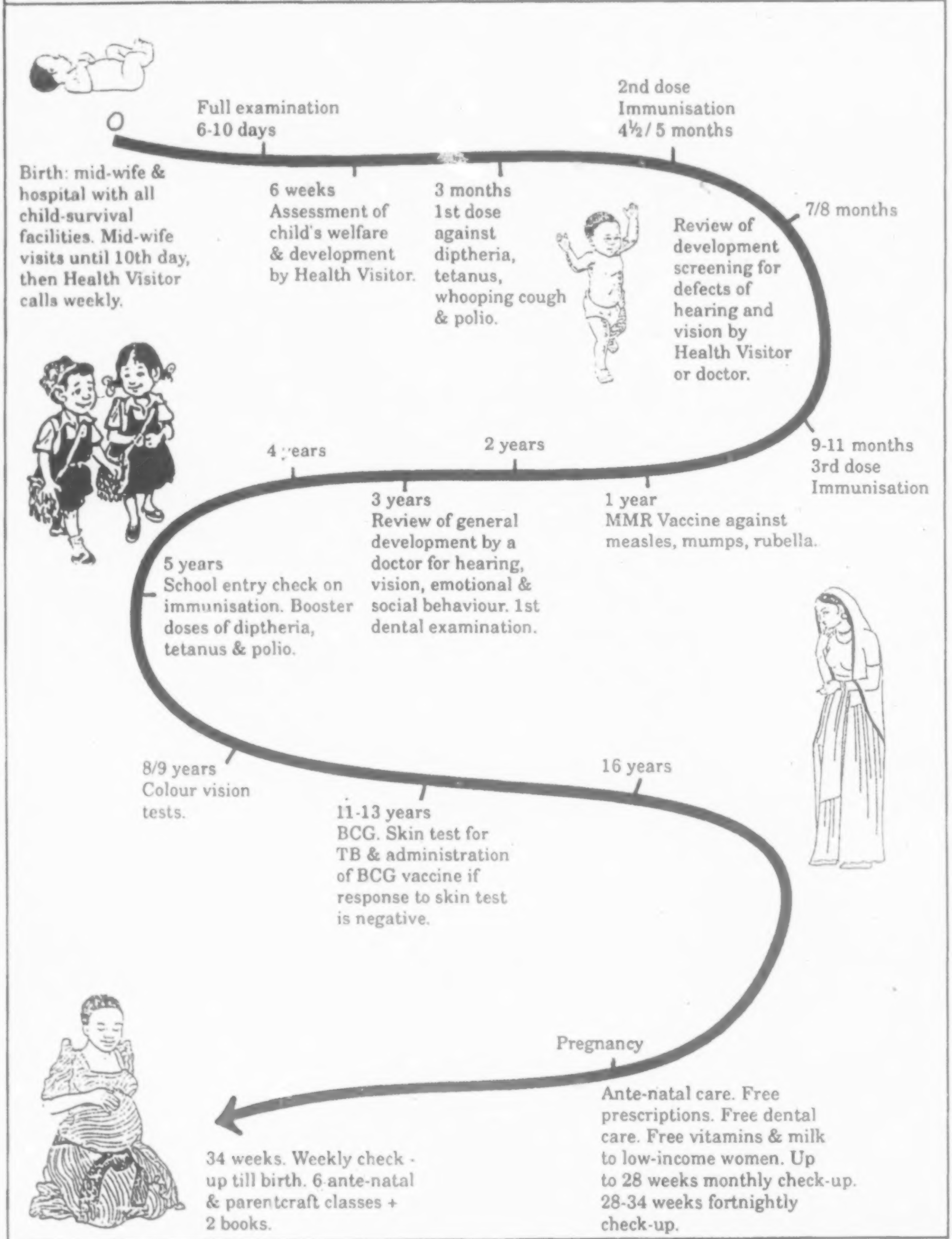
Following the field research, the groups need to consider what needs to be done, who would be the best people to do it (themselves, the local community, the council), and how can they activate these groups. The class may then plan and organise one particular campaign which they all agree is a priority.

Article 24 states that harmful traditional practices need to be abolished, but by no means are all traditional practices harmful.

* F4 is a story from southern Africa and shows the effectiveness of traditional medicine. Teachers may wish to use the whole story (see 'Sources section).You may also wish to discuss the fact that many of our essential drugs originate from plants and that some of the alarm at the destruction of the rainforests is that they are a potential source of further life-saving substances.

Note: Information on infant mortality rates from around the world is provided in the UNICEF report 'State of the World's Children' - see resources section.

PREVENTATIVE CHILD HEALTH SERVICES IN THE UK



Birth: mid-wife & hospital with all child-survival facilities. Mid-wife visits until 10th day, then Health Visitor calls weekly.

Full examination 6-10 days

6 weeks Assessment of child's welfare & development by Health Visitor.

3 months 1st dose against diptheria, tetanus, whooping cough & polio.

2nd dose Immunisation 4½/5 months

7/8 months

Review of development screening for defects of hearing and vision by Health Visitor or doctor.

9-11 months 3rd dose Immunisation

1 year MMR Vaccine against measles, mumps, rubella.

2 years

3 years Review of general development by a doctor for hearing, vision, emotional & social behaviour. 1st dental examination.

4 years

5 years School entry check on immunisation. Booster doses of diptheria, tetanus & polio.

8/9 years Colour vision tests.

11-13 years BCG. Skin test for TB & administration of BCG vaccine if response to skin test is negative.

16 years

Pregnancy

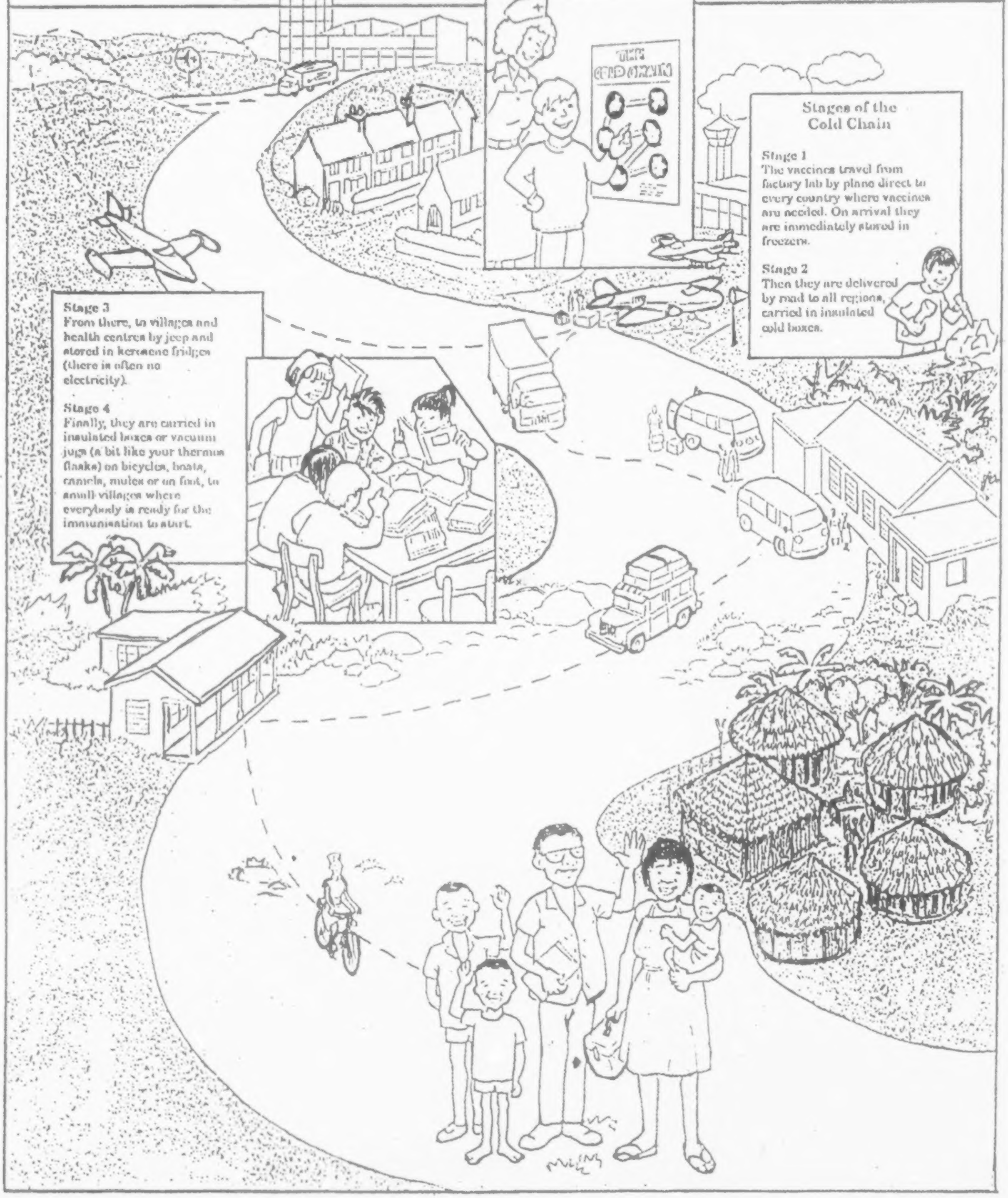
Ante-natal care. Free prescriptions. Free dental care. Free vitamins & milk to low-income women. Up to 28 weeks monthly check-up. 28-34 weeks fortnightly check-up.

34 weeks. Weekly check - up till birth. 6 ante-natal & parentcraft classes + 2 books.

THE COLD CHAIN

In Britain, people do not usually die from polio, tuberculosis, diphtheria, whooping cough or tetanus. Sadly, only a few hours flight away from Africa, Asia and Latin America, five million children die from these diseases each year, and many others are left handicapped for life. But this can be stopped...

Soon after your birth your mother probably took you to a health centre, where you were given injections to protect you from these dangerous illnesses. This precious liquid, called a *vaccine*, must be kept cold (below 8°C) at all times and must never warm up. This is not always easy, especially in hot countries where roads are difficult, fridges a luxury and electricity not always on tap.



Stages of the Cold Chain

Stage 1
The vaccines travel from factory lab by plane direct to every country where vaccines are needed. On arrival they are immediately stored in freezers.

Stage 2
Then they are delivered by road to all regions, carried in insulated cold boxes.

Stage 3
From there, to villages and health centres by jeep and stored in kerosene fridges (there is often no electricity).

Stage 4
Finally, they are carried in insulated boxes or vacuum jugs (a bit like your thermos flasks) on bicycles, boats, camels, mules or on foot, to small villages where everybody is ready for the immunisation to start.

BEST COPY AVAILABLE

ORAL REHYDRATION SALTS - THE LIFE SAVER

Kamali's son Sharad has severe diarrhoea. He is becoming dehydrated, but Kamali knows what to do.

She takes a scoop of sugar.....

a pinch of salt.....

and half a litre of water.

She gives Sharad the drink every time he passes watery stools. It tastes like salty tears.

Soon Sharad is well.

AN EXTRACT FROM 'NO WITCHCRAFT FOR SALE'

Teddy came staggering into the kitchen with his fists to his eyes, shrieking with pain. Gideon dropped the pot full of hot soup that he was holding, rushed to the child and forced aside his fingers.

"A snake!" he exclaimed. Teddy had been on his scooter. A tree-snake, hanging by its tail from the roof, had spat full into his eyes. Mrs Farquhar came running when she heard the commotion.

"He'll go blind," she sobbed, holding Teddy close against her. "Gideon, he'll go blind!"

Already the eyes, with perhaps half an hour's sight in them, were swollen up to the size of fists.

Gideon said: "Wait a minute, missus, I'll get some medicine."

Mrs Farquar stood by the window, holding the terrified, sobbing little boy in her arms. It was not more than a few minutes before she saw Gideon come bounding back, and in his hand he held a plant.

"Do not be afraid, missus," said Gideon, "this will cure Little Yellow Head's eyes."

He stripped the leaves from the plant, leaving a small white fleshy root. He put the root in his mouth, chewed it vigorously, then held the spittle there while he took the child forcibly from Mrs Farquar. He gripped Teddy down between his knees, and pressed the balls of his thumbs into the swollen eyes, so that the child screamed and Mrs Farquar cried out in protest: "Gideon, Gideon!" But Gideon took no notice. He knelt over the writhing child, pushing back the puffy lids till chinks of eyeball showed, and then he spat hard, again and again, into first one eye and then the other. He finally lifted Teddy gently into his mother's arms, and said, "His eyes will get better."

Unit G

STANDARD OF LIVING

"The right of children to benefit from an adequate standard of living, the primary responsibility of the parents to provide this even when one or both no longer live(s) with the child and the State's duty to ensure that this responsibility is first fulfillable and then fulfilled." (Article 27)

The whole of this book is, of course, about providing an adequate standard of living for all children. This Unit, however, asks the question 'What is an adequate standard of living?' and uses just two examples (clothes and shelter) to help children to understand the concept. During the first suggested activity the children may well come up with a different set of 'needs' and teachers will need to adapt accordingly. Topics such a food, water and health care are dealt with in more detail in Units D, E and F.

* What **is** an 'adequate standard of living'? Discuss and brainstorm the question.

* Make a list (rather like that suggested at the beginning of Unit A) of the things necessary to maintain an adequate standard of living. This is likely to be more specific than the children's list of needs;

e.g.

Needs	**Adequate standard of living**
clothes	a list of all necessary clothing (according to climate of course)
shelter	number of rooms, details of furniture, standard of comfort etc.
food	one? two? three? meals a day - or more?
and so on.	

* Carry out surveys of the children's needs; e.g. How much do your parents spend on clothes for you per week? How many pairs of shoes do you own? Make a list of all the things in your wardrobe today. Make a list of everything you eat in one day.

  Note: In order to allow for the wide variety of socio-economic situations in your class you may wish to suggest this activity as homework the results of which can be kept private. The drawing on G1 could then be used to represent the consensus of opinion in the class about what represents essential items of clothing.

* G1 is a sheet on which the children can list essential items of clothing for, say, one day in the summer and one day in the winter in this country. The figure is deliberately androgynous.

* Pack a suitcase with everything you think you would need if you were suddenly told that you were going away but you didn't know where. What would you put in and what would you leave out? Why?

* Discuss why we need shelter and look at the variety of shelters in different parts of the world which are designed to suite the various climates and local conditions.

* The children could construct their own models of basic shelters given a variety of climatic conditions. If you have the space (and the nerve!) build some of the designs.

Children at a school in Oxfordshire build their own shelter.

Source: Oxford DE Unit / Tony Dunkley

- The above exercise may be carried out using scrap materials, but could just as easily involve the need to purchase building materials or tools in which case the children might go on to look at the cost of housing in various parts of the country.

- G2 gives the actual average price of a 3 bedroomed semi-detached house in different parts of the country. (Accurate for June 1990)

- What are the differences between a shelter and your 'home'? What things would you want to put in your shelter to make it 'homely' - in other words, to make sure you enjoyed an adequate standard of living?

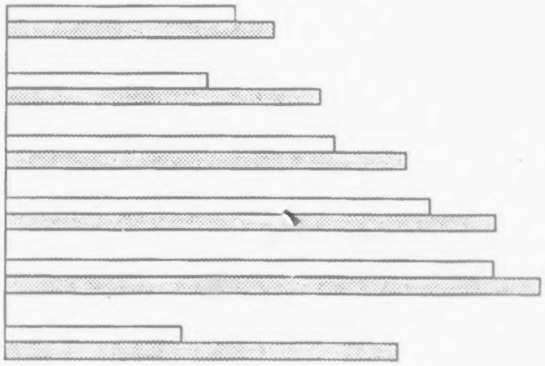
- G3 describes the living conditions of two girls in Zimbabwe. It could help the children understand that standards of living are **relative** to a) income and b) cultural expectations. After reading the descriptions children could write a similar comparison for two imaginary children living in the UK.

- G4 is another example of appropriate housing, this time from Malaysia. Different countries have developed different styles and ways of building their houses. Climate, the materials available and the traditional way of life all play a part when a house is designed. Have a look at how houses vary in different parts of the UK, Europe and the world.

Source: Oxford DE Unit / Tony Dunkley

* Here is a chart showing the percentage of households with goods listed in 1975 and 1985. What does this tell you about how we measure the standard of living in the UK?

	1975	1985
Car	56	62
Central heating	47	69
Washing machine	71	81
Fridge	85	95
TV	95	98
Telephone	53	81



* G5 is the story of Veronica Millwood and describes her living conditions in one room in an inner city. **Note:** If you haven't yet done the 'Benefits' activity in Unit A you may wish to use it here.

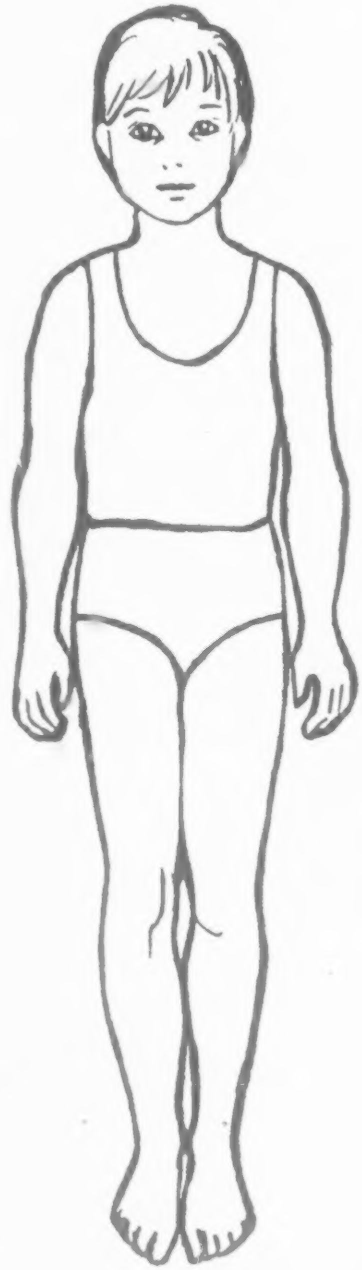
* G6 is a comparative study of 'living without' in Britain and in Brazil. There are some questions on the page.

* G7 is an article about homeless families in bed and breakfast accommodation which first appeared in The Food Magazine in 1988. Use it with older children to stimulate discussion if you wish.

What clothing do you need for: one day in summer?
one day in winter?

SUMMER

WINTER

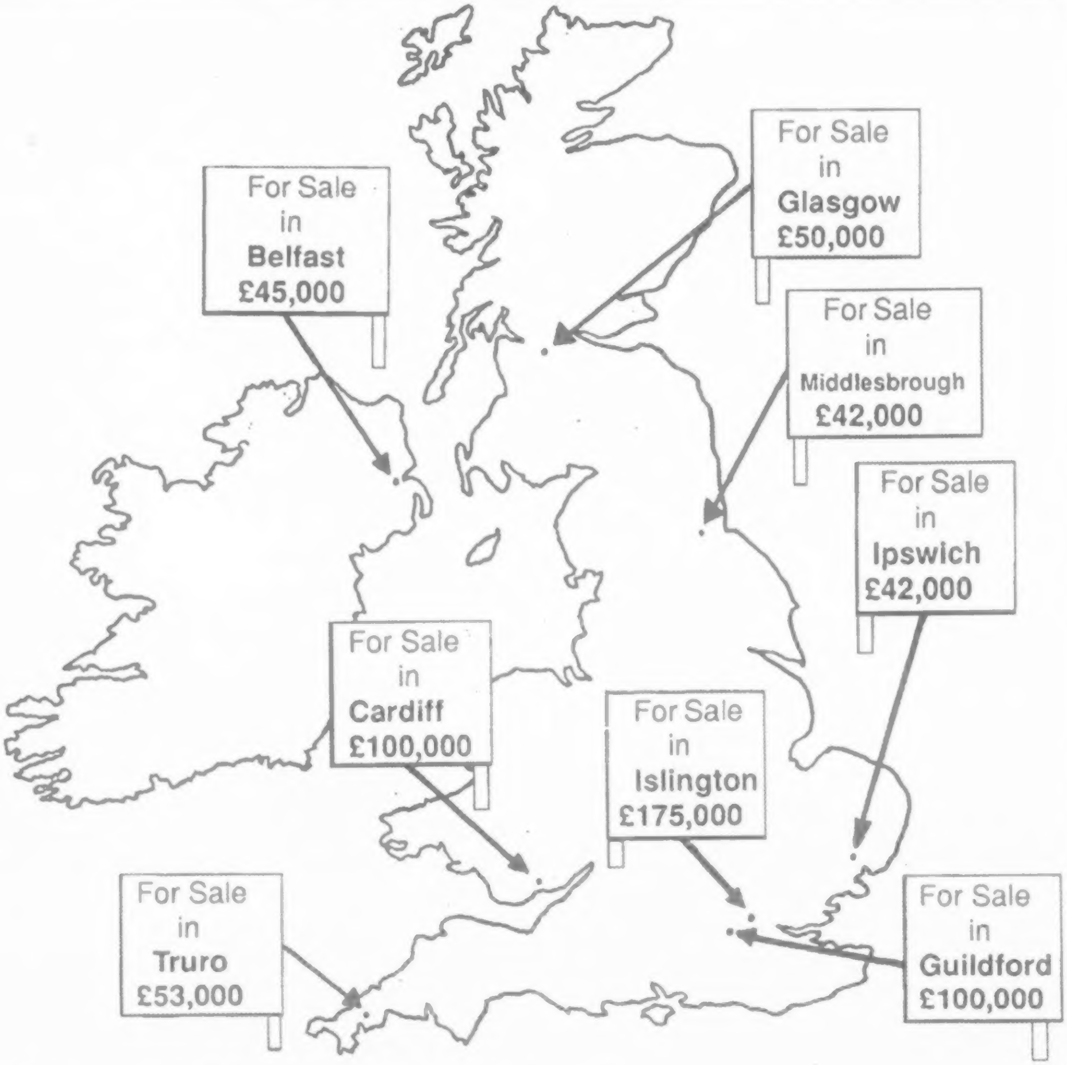


G2

GRUNT, GRABBIT & RUN ESTATE AGENTS

offer this
Attractive 3-bedroom semi
near to town centre.

Any offers?........


For Sale in Glasgow £50,000
For Sale in Belfast £45,000
For Sale in Middlesbrough £42,000
For Sale in Ipswich £42,000
For Sale in Cardiff £100,000
For Sale in Islington £175,000
For Sale in Truro £53,000
For Sale in Guildford £100,000

So where would you choose to buy?
What else, apart from price, determine where you live?

JOJO AND KUMBIRAI LIVE IN ZIMBABWE

In every country you will find people with different standards of living. Think for a minute. What do we mean by 'standard of living'? Do we mean owning lots of luxury goods or are there things which are more important; like a pleasant atmosphere in your home, enough food, friends around you?

Read these two descriptions of life in Zimbabwe.

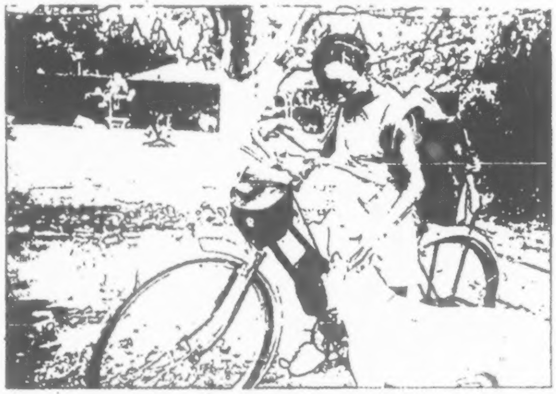
Zimbabwe is often called a 'developing country' and here too, people live in different ways.

Jojo and Kumbirai are both 11 years old.

Jojo lives in Zimbabwe's capital city, Harare, which is like any other capital city with skyscrapers, luxurious hotels, department stores, cinemas and cafes.

Kumbirai lives in a rural part of Zimbabwe, the Zambezi Valley, where her family are farmers.

Source: UNICEF/Helena Gezelius



Source: UNICEF/Helena Gezelius

Jojo's parents are both government officials working in Harare. The family lives in a very big house, in fact, it's so big they don't use all the rooms, nor do they have very much furniture. Even though there are lots of rooms Jojo, prefers to share a bedroom with her younger sister. Jojo rides to school on her bicycle. She loves reading stories by Enid Blyton, particularly since the family left their village and came to Harare and her school friends live too far away for her to play with regularly. Sometimes Jojo feels a bit lonely.

Kumbirai's family are farmers. They grow maize, the staple crop of Zimbabwe. Kumbirai's father has two wives, which means he is quite well off.

Kumbirai lives with her extended family in four huts; three round ones, a bigger rectangular one and an outdoor bathroom.

Source: UNICEF / Helena Gezelius

The huts are built by her family in the traditional style with poles, mud walls and thatched roofs - the huts stay cool even when the temperature is 40 degrees C. Jumbirai and her sisters have their own hut. Look at the size of the hut in the photo - they have lots of fun together and plenty of space to play.

Kumbirai walks to school with her friends. The children enjoy school and are keen to learn. Kumbirai helps her mother with some of the household chores, but still she finds time to play games like 'mothers and fathers' and hopscotch.

Source: UNICEF / Helena Gezelius

Compare the stories and the pictures of the girls taken near their homes.

At first glance did you think that Jojo is 'better off' than Kumbirai because of the big house, the car and the other things you recognised?

What do you think now?

Is there that much difference in their 'standards of living'?

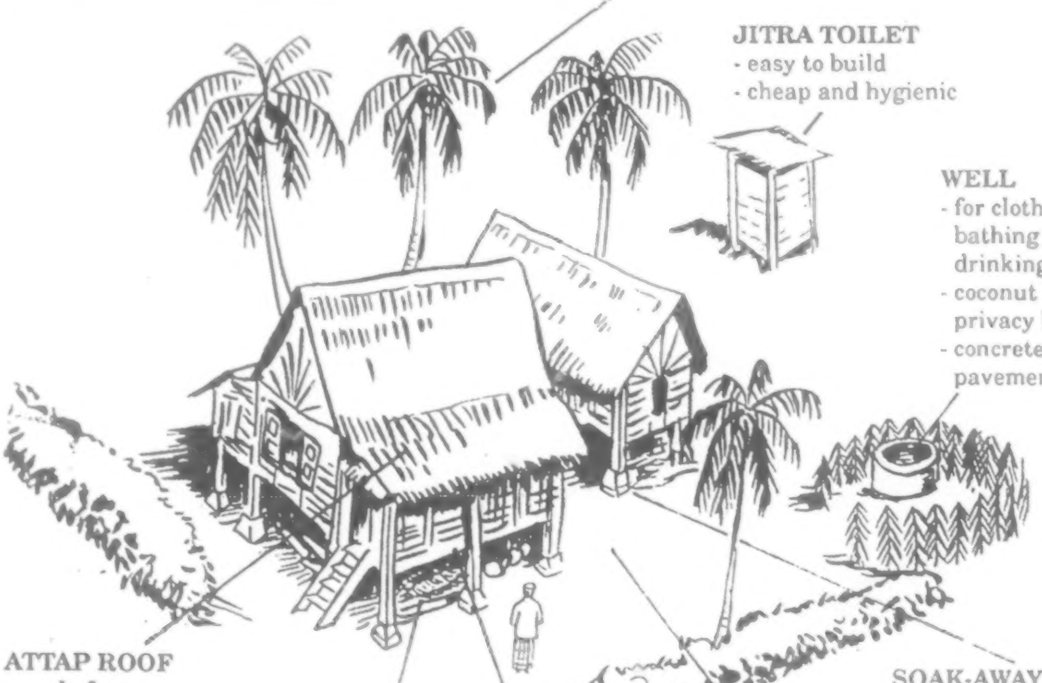
HOUSING IN MALAYSIA

Look at this picture of a traditional house in Malaysia, and then read the statements made by Mr Lim Jee Yuan, a Malaysian housing expert.

"The traditional Malay house, which allows good ventilation and protection from the heat, was more suitable than the Western style houses now being built in parts of Malaysia."

"We should make our towns more like the country, not the country more like the towns."

"The modern Western style housing estate is usually very hot. It wastes a lot of space for roads and car parking. Also the plan of housing estates does not encourage people to be friendly and help each other."


COCONUT TREES
- for shading
- food, making implements
- and as fuel
JITRA TOILET
- easy to build
- cheap and hygienic
WELL
- for clothes washing, bathing and even drinking
- coconut leaves form privacy barrier
- concrete slabs as pavement
ATTAP ROOF
- made from natural materials
- waterproof
- made by villagers themselves
- good climatic qualities
STORAGE SPACE
- for padi
- fuel (firewood, coconut leaves etc)
- for implements used for padi planting
RAISED LEVEL OF HOUSE
- prevent floods and animals
- provide privacy
- catch winds of higher velocity
HOUSE COMPOUND
- for drying materials, social interaction, work
- as children's playground
SOAK-AWAY DRAINAGE
- waste water from kitchen drained and soaked into sandy ground

VERONICA'S STORY

Veronica Millwood is nine. She has lived all her life with her father and mother in one room in the basement of an old house in one of our big cities. The one room has to be a living room and a bedroom for Veronica and her parents. They share a kitchen and a bathroom with two other families.

Her parents have made Veronica a little corner of her own at one end of the room. She has shelves round the bed for her toys and books and space for her large dolls house; but she never has the chance to be really on her own.

At night it is difficult for her to sleep because of the TV and her parents talking and moving around in the room. Her father works late, and almost every night she wakes up when he comes home. Sometimes at the weekends her parents have friends round for the evening. Veronica likes the fun and the chatter, but she's very tired long before everyone goes home!

Sharing the kitchen and bathroom causes problems. The three families have to take it in turn to cook their meals. 'Sometimes it's 8 o'clock or 8.30 before you're serving dinner at night,' says Veronica's mother, 'which is difficult when you've got someone to get to bed, to get to school.'

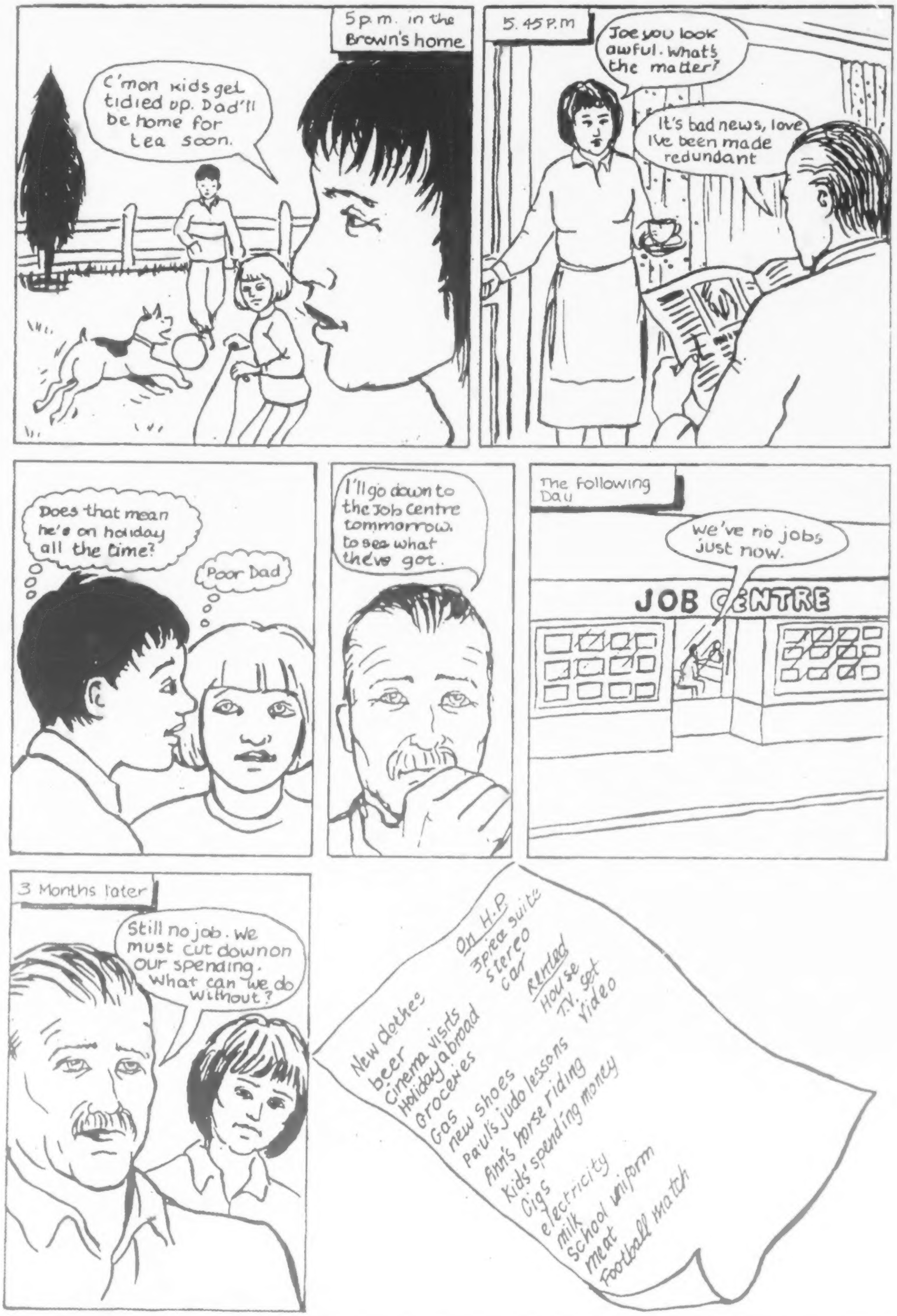
On Sunday evening Veronica has a bath and washes her hair, ready for school the next day. Often, she has to wait for the water to heat up after someone else has had a bath. 'As a result,' her mother says, 'Veronica goes to bed late and she's tired the next morning.' Veronica's parents are worried that her schoolwork will suffer because of the problems at home.

Veronica's mother and father have been renting the room for 10 years now, since they were first married. It was poorly furnished, with no curtains and only a very small carpet; and it was cold and damp, but the rent was cheap and they thought they wouldn't be there long.

At the same time they put their names down on the waiting list for a council house. Ten years later they are still waiting.

The Millwoods dream of having a place of their own. "Privacy would be number one on the list, as it's what we miss the most," said Veronica's father. "We just want somewhere with our own front door," says her mother, "so we can close that door and we're in there ourselves, just as a family. That would make life a lot happier all round."

LIVING WITHOUT IN BRITAIN


5p.m. in the Brown's home
C'mon kids get tidied up. Dad'll be home for tea soon.
5.45 P.M
Joe you look awful. What's the matter?
It's bad news, love I've been made redundant
Does that mean he's on holiday all the time?
Poor Dad
I'll go down to the Job Centre tommorrow. to see what they've got.
The following Day
We've no jobs just now.
JOB CENTRE
3 Months later
Still no job. We must cut down on our spending. What can we do without?
On H.P.
3piece suite
stereo
car
Rented
House
T.V. set
Video
New clothes
beer
Cinema visits
Holiday abroad
Groceries
Gas
new shoes
Paul's judo lessons
Ann's horse riding
Kids' spending money
Cigs
electricity
milk
School uniform
meat
Football match

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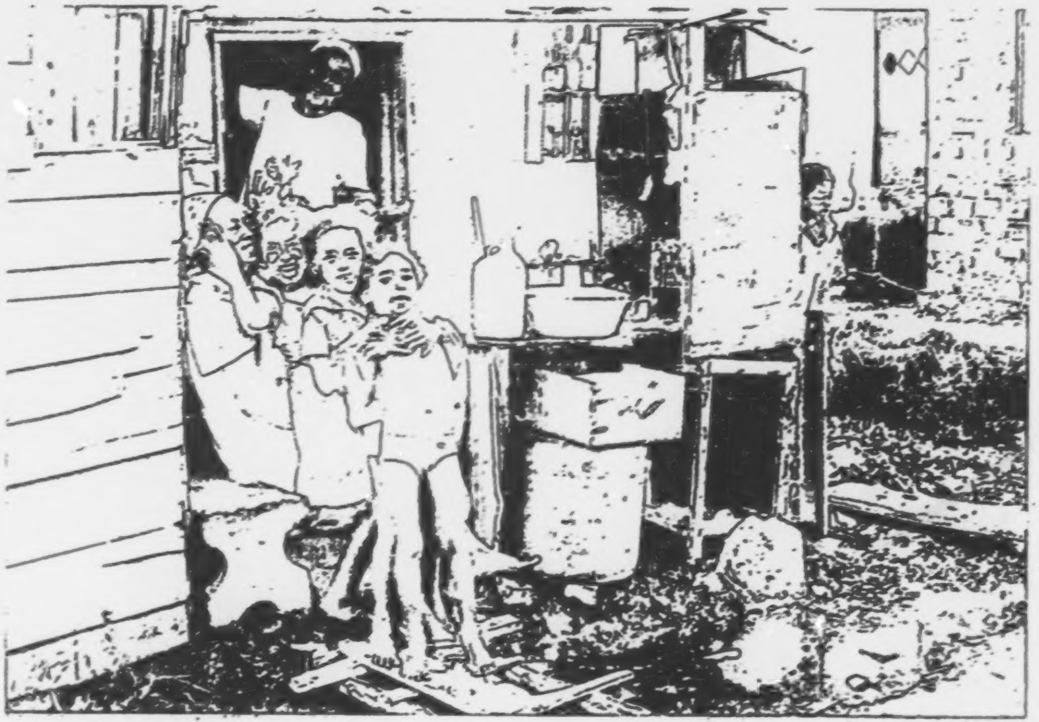
LIVING WITHOUT IN BRAZIL



Source: Oxfam/C Pearson

This family lives in Brazil. They have very little money. They live here without a lot of the things that we take for granted. Compare this picture with the page 'Living Without in Britain'!

In Britain

1. Which things do **you** think the Carters could do without?
2. Which things should they definitely **not** do without?
3. Put Bill Carter's list in order of how important they are to the family.

In Brazil

1. Look carefully at the picture. Write down all the family possessions you can see.
2. How many things on the Carter's list have this family got?
3. What things do you think all families need?

WE ALL HAVE A GOOD STANDARD OF LIVING IN THIS COUNTRY DON'T WE?

With more than 1000,000 families now officially homeless, a new report asks what impact 'bed and breakfast' accommodation has on diets and health.

Issy Cole-Hamilton reports.

I feel I'm going to collapse. If I don't go to my sister's I won't get a square meal all week.'

The association between poverty, hunger and disease is not just a feature of distant famine in Ethiopia, but an everyday reality among the cheap hotels of our inner cities. An estimated quarter of a million people were registered as homeless by local authorities in 1986 - twice the number registered in 1979 - yet little has been published on how hard it is to eat healthily when you are homeless.

In a new study of nearly 60 young mothers living in bed and breakfast hotels, almost a third said that because of lack of money they went without food themselves. One in ten said they could not afford enough food for their children. One woman said she sometimes went without food for a couple of days.

A lack of storage facilities - or hotel rules forbidding mothers from keeping food in their rooms - meant that everything had to be bought in small quantities. And a lack of cooking facilities meant that mothers had to buy food ready-cooked from cafes and take-away restaurants. All this increased their food expenditure.

Nearly half the women did not have a fridge, either in their own room or elsewhere. Ten did not even have a cupboard in the bedroom where food could be kept. While some tried to keep food cool on the windowsill, six said they couldn't keep food at all. Two women with babies of three and four months, who wanted to start weaning, felt that they were unable to start giving them solid food, because there was nowhere to keep it. Under the Association of London Authorities' Code of Practice, there should be one full set of kitchen equipment available for every five people, not more than one floor away. One full set includes an oven, four burners, a grill, a sink, a fridge and storage facilities. In this survey only four women had facilities which satisfied the ALA code.

Only five of the 57 families in this survey had exclusive use of a kitchen. 22 had no kitchen they could use at all. The rest shared a kitchen with at least three other families and many shared with larger numbers. Two thirds of the kitchens were two or more floors away, and many of the women were concerned about having to carry hot food, pots and pans up and down the stairs.

Those women without access to a kitchen did not necessarily have facilities in their rooms. One out of every ten women had no means of preparing even a hot drink; there was no kitchen and not even a kettle in their room. One woman had neither kitchen nor kettle, and lived in a hotel which did not permit food in the rooms. She admitted she kept cereal for her baby and mixed the powdered milk with hot water from the tap.

Mothers were especially concerned about their children. Of the 46 women with children, 33 said that they did not feel they could give their children the food they wanted to.

Midwives tried to encourage new mothers to breast-feed rather than bottle feed. 'Bottle feeding has a high risk of gastroenteritis', explained a Manchester midwife. 'A mother can sterilise the bottle and then put it down for a minute in the lounge. Another child may touch the bottle teat, infect it, and the mother gives it to the baby without noticing. That would not happen if she were living in a flat on her own.'

The report, drawn up jointly by the London Food Commission, SHAC (The London Housing Aid Centre), Maternity Alliance and Shelter, urges the relevant authorities to take action. Specifically it calls on local authorities, district health authorities and central government to:

- Ensure that food and health policies specifically address the needs of homeless families living in bed and breakfast hotels, recognising them as a group of people at nutritional risk.
- Give all people being housed in bed and breakfast hotels written information about what standards they should expect and how to complain if the accommodation is below standard.
- Draw up guidelines for minimum standards within bed and breakfast hotels to include:
  - ~ safe, well equipped kitchens with adequate food storage;
  - ~ safety standards for cooking equipment in hotel bedrooms;
  - ~ quality standards for breakfasts provided by hotels.
- Monitor local food shops, cafes and take-away restaurants and encourage them to sell healthy food
- Ensure that welfare benefits include the extra cost of a healthy diet, where cooking facilities are non-existent or limited; and the extra cost of special equipment such as slow cookers and well insulated kettles which can be safely used and easily stored.

Sources

A3 (Page 12)	Our thanks to Mr and Mrs Tilkidagi and the Halkevi Kurdish and Turkish Community Centre, London
A7 (Page 20)	from interviews by Malcolm Green, 1978
B1 (Page 22)	From 'Lord of the Flies' by William Golding'
B2 (Page 23)	From 'Children in Cities' ed. Jackie Chapman, in the course of preparation
B5 (Page 26)	From 'Childright' October 1989 Number 60
C2 (Page 31)	'The Boy With Two Eyes' by Ediciones Elciones pub. Basil Blackwell
C3 (Page 32)	From 'Stolen Childhood' a Channel 4 booklet prepared to accompany a series of programmes about the Rights of the Child broadcast Oct/Nov 1989
C4 (Page 33)	From 'Stolen Childhood' op. cit.
D3 (Page 39)	From 'We are What we Eat' pub. UNICEF-UK 1988
D4 (Page 40)	ditto
D6 (Page 46)	ditto
D7 (Page 47)	ditto
E2 (Page 52)	From 'Clean Water - a Right for All' pub. UNICEF-UK 1989
E3 (Page 53)	ditto
E4 (Page 54)	'Kuala Juru - Death of a Village' in Bones and Feathers, poems by Cecil Rajendra, pub Heinemann, 1978. Pictures from Friends of the Earth Malaysia
F3 (Page 61)	From 'Clean Water - a right for all' pub. UNICEF-UK 1989
F4 (Page 62)	From 'No Witchcraft for Sale'. Collected African Stories Vol 1 pub. Triad Panther
G3 (Page 68)	Information taken from 'Growing up in Zimbabwe' - slide kit from UNICEF-UK
G4 (Page 70)	Voices from Overseas No. 1 Voices from Kedah, Malaysia Ed. Don Harrison and Og Thomas pub. ODEU
G5 (Page 71)	From 'Doorways' pub. SCF
G6 (Page 72)	From 'So you call this living?' by Peter Clayton and Bill Pick pub. Nelson 1986
G7 ((page 74)	Article first published in 'The Food Magazine' 1988

RESOURCES LIST

Homes and Families

'How do people live?' pub. Macdonald

'Homes around the world' from 'My First Library' series' - pub. Macdonald Educational

'Doorways Pack' pub. SCF

'Patterns of Living - City Life' pub. Macmillan/SCF

'Patterns of Living - Village Life' pub. Macmillan/SCF

'Children need: Families, Food, Health Care, Homes, Water' (SCF series) pub. Wayland

'How it feels to be adopted' by Jill Krementz pub. Gollancz

Health

'Dialogue for Development' pub. SCIAF (information and statistics for teachers on development issues with a section about water and health)

'Disease and World Health by Nance Lui Fyson' pub. Batsford

'A Simple Cure', 'Accidents' and 'I Can Do It To' - 'Child-to-Child Readers' pub. Longmans

'We are what we eat' pub. UNICEF-UK

Water

'Exploring a theme: Water' pub. Christian Education Movement

'Focus on Water' pub. Christian Aid

'Clean Water' pub. UNICEF-UK

'The Water of Life' pub. SCIAF

'Water, Water Everywhere' (photosheet) pub. CWDE

'Natural Disasters - Acts of God or Acts of Man' pub. Earthscan

'Words on Water' (an anthology of children's poems)

'Dirty Water' - 'Child-to-Child Readers' pub. Longmans

'Caring about Water' pub. Christian Aid

'Orkendi' (15 min video) available for loan from Christian Aid or Scottish DEC

'For Want of Water' (video) available for loan from UNICEF-UK

'Sweetwater Safari' (video) available for loan from UNICEF-UK

'The ODA and Water Connection' (22 min video) pub. Viscom Ltd

'The Water Game' (Computer software for use with BBC micro) available from CWDE

'Clean Water - Good Health' (slide set about clean water in Nicaragua) pub. Oxfam

The environment

Earthwatch 2086 - pub WWF

'A Common Purpose - Environmental Education and the School Curriculum' pub. WWF-UK

Food

'Agribusiness' (Fact sheet no 10) and 'Cash Crops' (Fact Sheet no 11) - pub. Third World First

'Feeding the World' by Nance Lui Fyson pub. Batsford

'Food' pub. ILEA

'Food for Free' pub. Fontana

'Food Matters' pub. Birmingham DEC

'Healthy Eating' pub. OU and Health Education Council

'Nutritional Guidelines' pub. ILEA

'Our Daily Bread - Food and Standards of Living 14th Century to Present Day' pub. Penguin Education.

'Living Today' - free booklets available from any branch of Sainsbury's (esp No 1 - 'Your food and health', No 2 'Understanding food labels' and No 6 'Facts about food additivies').

'Focus on Resources' series (tea, coffee, sugar, etc.) pub. Wayland

'Food for Life' by Olivia Bennett pub. Macmillan Education

'Good Food' (Child-to-Child Reader written for African primary schools) pub. Longman

'The Little Cooks - Recipes from around the world' pub. UNICEF-UK

'Food for thought - starter activities' (one of 12 project packs in 'The World Tomorrow' project) pub. Hants DEC

'Teaching Development Issues - good (Section 3) pub. Manchester DEC

'Whose Gold? - Geest and the Banana Trade' pub. Latin America Bureau

'The World in a Supermarket Bag' pub. Oxfam
'Banana Split' (filmstrip about banana production on the Dominican Republic)

'World Food Resources' by George Borgstorm pub. Intertext Books

'The Food Chain' - a game of choice by Michael Allaby pub. Andre Deutsch

Stories

'Bringing the Rain to Kapiti Plain' (illustrated rhyming story) by Verna Aardena, pub. Macmillan
'Water Boy' (illustrated story) pub. Methuen
'Jyoti's Journey' by Helen Ganly pub. Deutsch (a picture book depicting a child's journey from India to Britain and life in a small flat in the city).
'Nowhere to Play' by Jurusa pub. A & C Black (based on the true story of life in the Barrio of a Venezuelan city)
'Chico the Street Boy' by Evelyn Ping pub. Grosvenor (the story of a young Brazilian boy living in one of Rio's shanty towns)
'Journey to Jo'burg' by Beverley Naidoo pub. Armada (a South African story)

'Una and Grubstreet' by P. Andrew
'The Thursday Kidnapping' by A. Forest
} about child stealing

'Squib' by Nina Bawden - pub Collins
'The Pinballs' by Betsy Byars pub. Cornerstone
'The Great Gilly Hopkins' by Katherine Paterson - pub. Macmillan
'The Secret Garden' by Frances H Burnett pub. Armada
'Thursday's Child' by Noel Streatfield pub. Armada/Collins
} deprived children

'Nobody's Family is Going to Change' by Louise Fitzhugh pub. Armada
'The Ready-made Family' by A Forest - pub Collins
} single parent families

'I am David' by Anne Holm pub. Macmillan
'My Mate Shofiq' by Jan Needle pub. Armada
'Across the Barricades' by Joan Lingard pub. Hamish Hamilton

'Dirty Water'
'Good Food'
'A Simple Cure'
'Accidents'
'I Can Do It Too'
} Child-to-Child Readers pub. Longmans (graded readers written for African

'Zeynep - That Really Happened To Me' by Zeynep Hasbudak and Brian Simons pub. Alfarf (The story of a deported Turkish family)
'Don't Forget Tom' by Hans Larsen pub. A & C Black
'Michael' by Raanhild Tanaan pub. Lion
'Mark's Wheelchair Adventures' by Carmilla Jessel pub. Methuen

USEFUL ADDRESSES

Christian Aid
35-41 Lower March
London SE1 7RL
071 620 4444

Christian Aid (Scotland)
41 George IV Bridge
Edinburgh EH1 1EL
031 220 1254

CWDE
Regents College
Inner Circle
Regents Park
London NW1 4NS
071 487 7410

Friends of the Earth
26-28 Underwood Street
London N1 7JQ
071 490 1555

Friends of the Earth (Scotland)
15 Windsor Street
Edinburgh EH7 5LA
031 557 3432

Greenpeace
31-33 Islington Green
London N1 8XWE
071 354 5100

SCIAF
5 Oswald Street
Glasgow G14 ?QR

UNICEF-UK
55 Lincoln's Inn Fields
London WC2A 3NB
071 405 5592

Water Aid
1 Queen Anne's Gate
London SW1H 9BT
071 2228111

WWF-UK
Panda House
Weyside Park
Godalming
Surrey GU7 1XR
0483 426444

Latin American Bureau
1 Amwell Street
London EC1R 1UL
01 278 2829

Third World First
232 Cowley Rd
Oxford OX4 1UH
0865 245678

Birmingham DEC
Gillett Centre
Selly Oak Colleges
Bristol Rd
Birmingham B29 6LE
021 472 3255

Hants DEC
Mid-Hants Teachers' Centre
Elm Rd
Winchester
Hants SO22 5AG
0952 56106

Manchester DEC
c/o Manchester Polytechnic
801 Wilmslow Rd
Manchester M20 8RG
061 445 2495

Oxfam
264 Banbury Rd
Oxford OX2 7DX
0865 246777

Oxford Development Education Unit
Westminster College
Oxford OX2 9AT
0865 791610

Save the Children
Mary Datchelor House
17 Grove Lane
London SE5 8RD
071 703 5400

197

198

This book is one of three and a Teachers Handbook designed to introduce the UN Convention on the Rights of the Child to 8-13 year-olds

- **The Whole Child**
  (The Participation Articles)
- **It's Our Right**
  (The Provision Articles)
- **Keep Us Safe**
  (The Protection Articles)
- **Teachers Handbook**

UNICEF-UK
Save the Children

UK Committee for UNICEF
55 Lincoln's Inn Fields,
London, WC2A 3NB
Registered Charity No. 207595

This book is an SCF/UNICEF-UK co-production

199

Keep Us Safe

A project to introduce the UN Convention on The Rights of the Child to 8-13 year-olds

Jenny Matthews / FORMAT

UNICEF-UK

Save the Children

The Protection Articles

200

This book is one of three designed to introduce the United Nations Convention on the Rights of the Child to 8 - 13 year olds, and deals with those Articles which cover PROTECTION of the child from abuse and exploitation.

> "No child will realize its maximum potential and contribution to a better tomorrow if it is forced to be a grown-up for sheer animal survival. A child should crawl because it is the normal prelude to walking, not an escape from conflict or apartheid, not because its legs are too maimed to walk, not because it is too hungry to walk, not because it is paralysed with fear of brutality! A child should play and grow in the perpetual spring of childhood that recognizes no winter, storm or status of parentage. This is the fundamental and universal right of all children! The child's mind is innocent, fresh, clean and free to take in the world in all its aspects, to challenge it and make it a better place."
>
> Ms. Sally Mugabe, First Lady of Zimbabwe in an address to the National Conference on the Future United Nations Convention on the Rights of the Child, Alexandria, Egypt, November 1988

The series has been produced, in collaboration, by:
UNICEF-UK
Save the Children
and Oxford Development Education Unit

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CONTENTS

	Page
A topic web: "Keep Us Safe"	ii
Introduction	1
The Articles of the Convention	2
Unit A: Abuse, Neglect and Exploitation	5
Unit B: Child Labour	20
Unit C: Discrimination	33
Unit D: Children and the Law	43
Unit E: Armed Conflict	54
Unit F: Refugees	64
Resources List	74
World Map	Inside back cover

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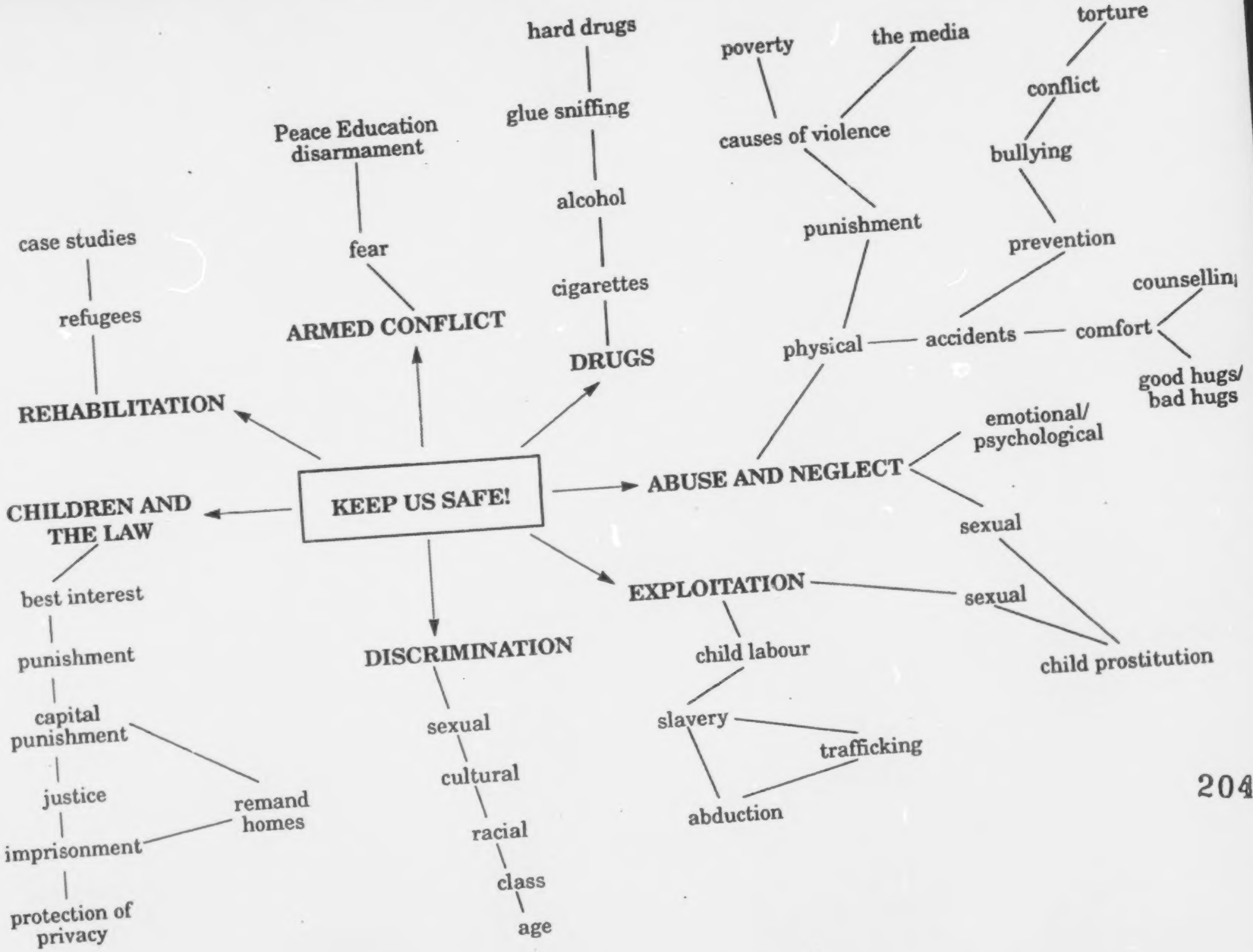
KEEP US SAFE!
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case studies
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good hugs/
bad hugs
emotional/
psychological
sexual
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CHILDREN AND
THE LAW
best interest
punishment
capital
punishment
justice
imprisonment
protection of
privacy
remand
homes

INTRODUCTION

November 20th 1989 is a day which children of the world should celebrate; for on that day the United Nations General Assembly formally adopted **The Convention on the Rights of the Child.**

The Convention is made up of 54 Articles, and they are reprinted in full in the **Teachers' Handbook** which accompanies this series of project books.

We have grouped the Articles of the Convention into three categories:

PARTICIPATION

PROVISION

PROTECTION

'Keep Us Safe' looks at the **Protection** Articles. These are the rights which require adults to care for children by protecting them from psychological, emotional, physical and sexual maltreatment.

Many forms of maltreatment of children are inter-connected. We have distinguished particular learning topics in the topic web on the previous page. We have grouped these into Units which differentiate between family and domestic maltreatment: Abuse, Neglect and Exploitation; community maltreatment: Child Labour, Discrimination and Injustice; and wider issues of maltreatment caused by political and civil conflict: Armed Conflict and Refugees. Through all the Units the essential right to Rehabilitation from experiences of maltreatment has been highlighted.

We have attempted in these materials to comply with the requirements of the National Curriculum and have indicated specific relevant Attainment Targets wherever possible in the Teachers' Handbook which accompanies this series.

The other titles in this series are:
'The Whole Child' which looks at the PARTICIPATION ARTICLES
'It's Our Right' which looks at the PROVISION ARTICLES

Heather Jarvis, Education Officer, UNICEF-UK
Jackie Chapman, Education Consultant, Oxford DE Unit
Don Harrison, Education Consultant, SCF

The complete text on the Convention on the Rights of the Child, together with an unofficial summary, is given in the accompanying Teacher's Handbook.

The Articles to which this book specifically refers are the following:

Article 2

1. The States Parties to the present Convention shall respect and ensure the rights set forth in this Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic, or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support of the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable right set forth in this Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the UN and other competent intergovernmental organisations cooperating with UN to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 32

1. States Parties recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of this article. To this end, and having regard to the relevant provisions of other

international instruments, States Parties shall in particular:

a) provide for a minimum age or minimum ages for admissions to employment;

b) provide for appropriate regulation of the hours and conditions of employment; and

c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of this article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

a) the inducement or coercion of a child to engage in any unlawful sexual activity;

b) the exploitative use of children in prostitution of other unlawful sexual practices;

c) the exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction, the sale or traffic in children for any purpose or in any form.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among these persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re-integration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognise the right of every child alleged as, accused of, or recognised as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provision of international instruments, States Parties shall, in particular, ensure that:

   a) No child shall be alleged as, be accused of, or recognised as having infringed the penal law by reason of acts or omissions which were not prohibited by national or international law at the time they were committed;

   b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

      i) to be presumed innocent until proven guilty according to law;

ii) to be informed promptly and directly of the charges against him or her, and if appropriate through his or her parents or legal guardian, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

iii) to have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

iv) not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

v) if considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

vi) to have the free assistance of an interpreter if the child cannot understand or speak the language used;

vii) to have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities, and institutions specifically applicable to children alleged as, accused of, or recognised as having infringed the penal law, and in particular:

   a) the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

   b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Unit A

ABUSE, NEGLECT and EXPLOITATION

"The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regards." (Article 19)

If you haven't already raised the issue of children's rights with your class, then we suggest that you carry out this starter activity:

- Ask your children to make a list of all the things they feel that children need in order to live happy and healthy lives. (Some teachers trialling these materials have found it appropriate to introduce the concept of children's rights by first discussing 'duties' and 'responsibilities', for example taking responsibility for younger siblings or for pets.) After this discussion the children can write their own list of Children's Rights on a piece of paper which they can decorate to turn it into a special 'scroll' or 'charter'. Remind the children of this activity throughout the period of time spent on this topic so that their own list of rights may be revised, refined, or added to at various stages.

Hopefully some of the children will suggest in their 'charters' that they have a right to protection? Ask children to brainstorm the questions: "What do you need protection from?" and "Who is responsible for protecting you?"

The order in which you choose to tackle the following activities and units will depend upon you and the children's answers to the above, but one of the most important, and perhaps difficult issues is abuse, both physical and sexual. This is by no means an easy area to approach and our suggestions will certainly not suit all classes. For example, for this first activity you must obviously be sensitive to children who are disabled or badly scarred in some way.

- A1 is a drawing sheet on which children can mark some of the injuries they can remember having. They could also write the approximate date of the injury and say how it happened. This could happen after children have discussed: "What is a bruise?" - or "What is a scratch?" - "a graze?" - "a cut?" "How does it feel to have a broken arm or leg?"

- Discuss what the difference is between accidents (which are not the result of violence) and inflicted injury (violence).

- Children could also discuss what constitutes appropriate punishment of children by adults.

On 15th January 1987 the Norwegian Parliament passed a law expressly forbidding the use of any form of violence against children, including physical punishment. This action set a precedent and a wave of publicity followed. Headlines in a leading Norwegian newspaper included: "Are you ever justified in hitting a teenager?" "What do you do when your child is caught stealing or does something illegal?"

- Children could discuss this and say whether they think this also ought to be the law here.

Most children will be aware from the media of cases of maltreatment of children by adults.

Widen their understanding of the term 'maltreatment' by reminding them that they too often carry responsibilities e.g. for pets who can also suffer maltreatment, not only by violence, but also through neglect.

Accidents killed nearly 900 children in 1987, and scarred and maimed thousands more. Accidents to children can often be caused by neglect or lack of thoughtful supervision or provision of appropriate equipment. The following table was taken from OPCS Mortality Statistics: Cause, 1987.

Fatal Accidents to Children under 15: UK 1987

Type of accident	Deaths	Approx % of total
Pedestrians (road)	260	31
Burns, fires (mainly home)	119	14
Vehicle occupants (road)	96	11
Cyclists (road)	73	9
Drownings (home & elsewhere)	63	7
Choking on food	50	6
Falls (home & elsewhere)	40	5
Suffocation (home)	34	4
Others*	107	14
Total	842	100

* Includes electrocution (15), falling object (14), poisoning (13).

* Talk about taking responsibility for someone and what that means. Someone may mention the protection of younger siblings from bullying.

Bullying is one of the commonest forms of violence with which the children will be familiar, both in and out of school. In their 1990 conference, the Union of Assistant Masters and Mistresses suggested that one and a half million children are being bullied in our schools today. It is a form of maltreatment against which children have a right to protection by adults.

Physical assault of varying degrees of severity is distressing but the main weapons of the bully are threats and fear. Name-calling, teasing and verbal abuse can be just as emotionally bruising as any physical abuse. Racial harassment is a particularly insidious form. Extortion of money or goods is increasing because children tend to carry more money and consumables today than ever before.

"Research has shown that bullies have a one in four chance of having a criminal record by the age of 30, while other children have a one in twenty chance of becoming adult criminals." (Childright, May '89 No 56)

Many schools are now developing whole school policies on bullying. One thing is clear - there needs to be a climate of openness and receptiveness. Adults need to be prepared to accept children's allegations and act upon them; children themselves can protect and support each other if there is an open acknowledgement that bullying does occur.

* You might like to discuss why some children become bullies; they think it important to look tough, that it's the only way to get friends; or they like to control people and feel powerful.

* Children could also discuss ways in which they could help each other if any kind of bullying is occurring: by getting together with friends to resist, staying out of the bullies' way; talking to an adult, and so on.

- Children could also be asked to think of a time when they were afraid of someone in school. Why were they afraid? What did they do about it? If they knew that one of their friends was afraid of someone, what would they do?

- A2 is a poem about bullying by Mick Gowar, which you could use as a stimulation for the children's own poetry or creative writing.

- A3 is reproduced with kind permission from a book called 'Feeling Safe' and may be used to encourage your children to talk about these concepts.

The area of child abuse is very sensitive, and should only be undertaken with great care and forethought. Make sure you find out in advance what your LEA or school policy is and make sure that there is plenty of information for the children to read around the classroom (including the telephone number of 'Childline', for example.) More detailed approaches to dealing with child abuse with children are listed in Resources.

- Look at the kind of slogans which are used in child abuse literature - e.g. 'Stranger Danger!' 'Never talk to strangers!' 'Always tell an adult!' and so on. Make up your own slogans in class and use them on posters which you could then put up in your school.

- A4 is a poem called 'My body'. It could be used to stimulate further discussion and creative writing.

- A5 is a diagram which comes from the booklet 'Suffer Little Children' published by 'Who Cares?', (a Scottish-wide organisation run by and for young people who are or have been in care) after a conference in 1988. These are the experiences and feelings of young people who had been abused, were in care and who have had to try to come to terms with their past. They want everyone to know what those experiences were like so that changes can be made which will be of benefit to the next generation of children who, having been abused in the home, find themselves in care.

  You may use the diagram simply to stimulate discussion or to encourage children to create their own statements.

The healing process for the victims of child abuse can begin immediately their experiences come to light, if everyone who deals with the child adopts a supportive attitude. It is not the experience of these children that everyone who works for children works in their best interests. They need adults who show them respect, who are approachable, who are ready to listen, who give them time and space, and most importantly, allow them to work through their feelings.

You may find that a lot of work can be done in the area of such controversial issues as child abuse by the use of puppetry. Children enjoy making puppets or using ready-made ones which can be borrowed. They are then often able to express themselves more easily through the puppet than face to face with an adult. (See Resources.)

- A6 is the true story of Maria, a young Peruvian girl who was neglected and abused by those who should have been looking after her. The story has been deliberately divided to cover two pages as some of you may feel that later events in Maria's story are unsuitable for your children. However, the first part of her story still gives scope for discussion and children could continue the story.

Children could re-tell the story in different ways - in picture form - in a written story - in a puppet play - or in their own words. Also pose the question, What can governments do to prevent parents or carers from mistreating their children?

Maria's story is an all too familiar one in many developing countries where women and girls can be doubly exploited and find themselves in the position of raising the next generation with no support or resources. Maria is still at the Celama handicraft centre in Calca, and Coco is at the local primary school. She has not yet been able to set up an independent weaving business.

"The child's right to protection from the use of narcotic and psychotropic drugs and from being involved in their production or distribution." (Article 33)

You can draw on existing resources which seek to inhibit children from smoking and drinking alcohol, as well as from taking more controversial drugs, and you might find the next activity from a Peruvian comic-strip a useful stimulus for discussion.

* A7 is from 'Piolita and the defenders of children' by Juan Acevedo and is based on the everyday lives of young people in Peru's capital city, Lima. In this extract, Chancaca, a young drug addict, is desperate for money to buy drugs. He visits the 'Association for the Protection of Children', which has been set up by other local youngsters, to demand money.

  Ask the children to continue the story to show what the three friends might have decided to do for Chancaca. The cartoon could also be used by removing the captions and asking the children to provide their own. The publication of 'Piolita' was supported by Rädda Barnen, (the Save the Children Fund in Sweden).

  As an example of the work of voluntary organisations to promote the rights of the child, Save the Children and UNICEF both work with street children who are exposed to sexual exploitation and abuse of narcotic drugs in Lima and other world cities.

"The right to protection from interference with privacy, family, home and correspondence, and from libel or slander." (Article 16)

* First of all discuss the concept of privacy. Where do children expect to be or want to be private? Do they have a private place? Some people live in such crowded conditions that privacy is almost impossible. Also 'privacy' is quite a western concept, in many African villages life is lived very communally, although in contrast to that Arab and Islamic culture keeps women 'private' and their houses have a very private aspect with high windowless walls and closed gates while life is lived communally inside.

  Article 16 actually covers a far wider subject than a child's privacy within the family or living space. The Article covers the right of the child,within his/her family, to live their life without malicious interference. Children could also discuss the system of record keeping by schools, doctors etc. A person's reputation can be enhanced or marred by the way the record is written.

* A8 is the true story of the vicious racial attacks suffered by an Asian family in east London as told by the teenage daughter of the family to journalist John Pilger and reported by him in 'The Independent'. While also illuminating the relevance of this Article this story could also be used in discussions about racism, (see Unit C on Discrimination).

REHABILITATION

"Child victims of armed conflicts, torture, neglect, maltreatment or exploitation should receive appropriate treatment for their recovery and social reintegration." (Article 39)

To introduce the concept of rehabilitation to children you could talk abut how we make others feel better when they are hurt, and instances when they have been comforted by those close to them. For instance, how do you comfort a young child when it falls over and bangs its knee or head? Children will probably suggest hugs and kisses, maybe being given a refreshing drink or food or even a small gift.

When the issue causing pain is more complex, one involving the feelings and ego rather than physical pain, then they may suggest talking about it until the pain has diminished or been 'exorcised'.

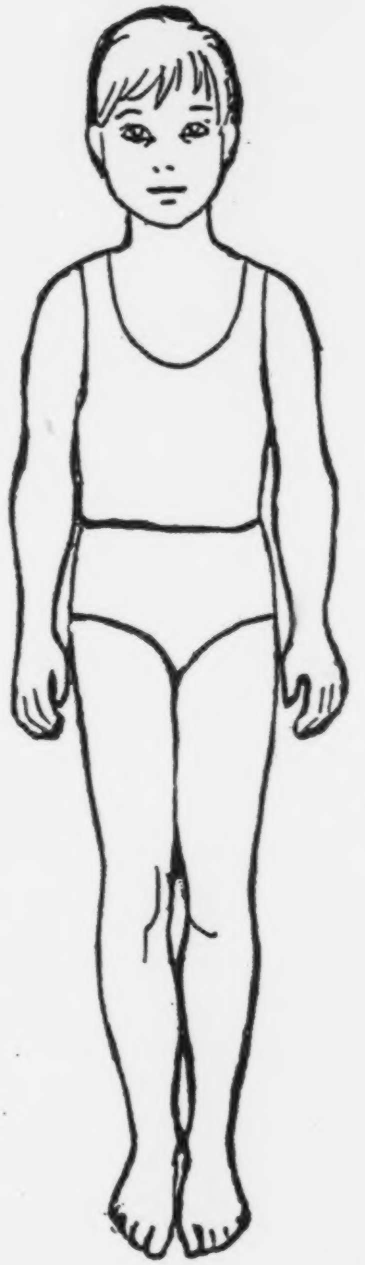
Children could go on to suggest appropriate rehabilitation for some of the children in the stories in this Unit e.g. in a situation where bullying has been taking place, A2 and A3, does the bully also require rehabilitation? Maria, A6, has fortunately found some rehabilitative care, but she could easily have continued in a downward spiral of exploitation.

In A7 the children in the 'Association for the Protection of Children' are trying to rehabilitate their peers. Children could also discuss how young people in this country can be rehabilitated when they have started smoking or indulging in other forms of self-abuse.

Older children could discuss the treatment of children who have been abused. These children often feel 'punished' when they are removed from their families for their own safety. Or they feel guilty when the abusing parent is taken to court and imprisoned. The practice of removing the abuser (usually the father or step-father) from the home to undergo psychotherapy while the child remains with the family is now being more widely used in some parts of the world.

The question of how to rehabilitate those who have been the victims of racist attack or discrimination is discussed in the Rehabilitation section of Unit C.

Where did it hurt?



'I can't explain what happens to my cash
I can, but can't - not to my Mum or Dad,
'Give us ten pee or get another bash' -

That's where it goes. And though their questions crash
Like blows, and though they're getting mad,
I can't explain what happens to my cash.

How can I tell the truth? I just rehash
Old lies. The others have and I'm the had:
'Give us ten pee or get another bash'.

'For dinner, Dad?.......just sausages and mash.'
'That shouldn't make you broke by Wednesday, lad.'
I can't explain. What happens to my cash -

My friends all help themselves. I get the ash
Of fags I buy and give, get none. 'Too bad.
Give us ten pee or get another bash

For being You.' And still I feel the thrash
Of stronger, firmer hands than mine. The sad
Disgust of living like a piece of trash.

I can't explain what happens to my cash
'Give us ten pee or get another bash'.

by Mick Gowar

GOING ROUND IN CIRCLES

Someone you thought was a friend hurts you. You're not sure what to do.

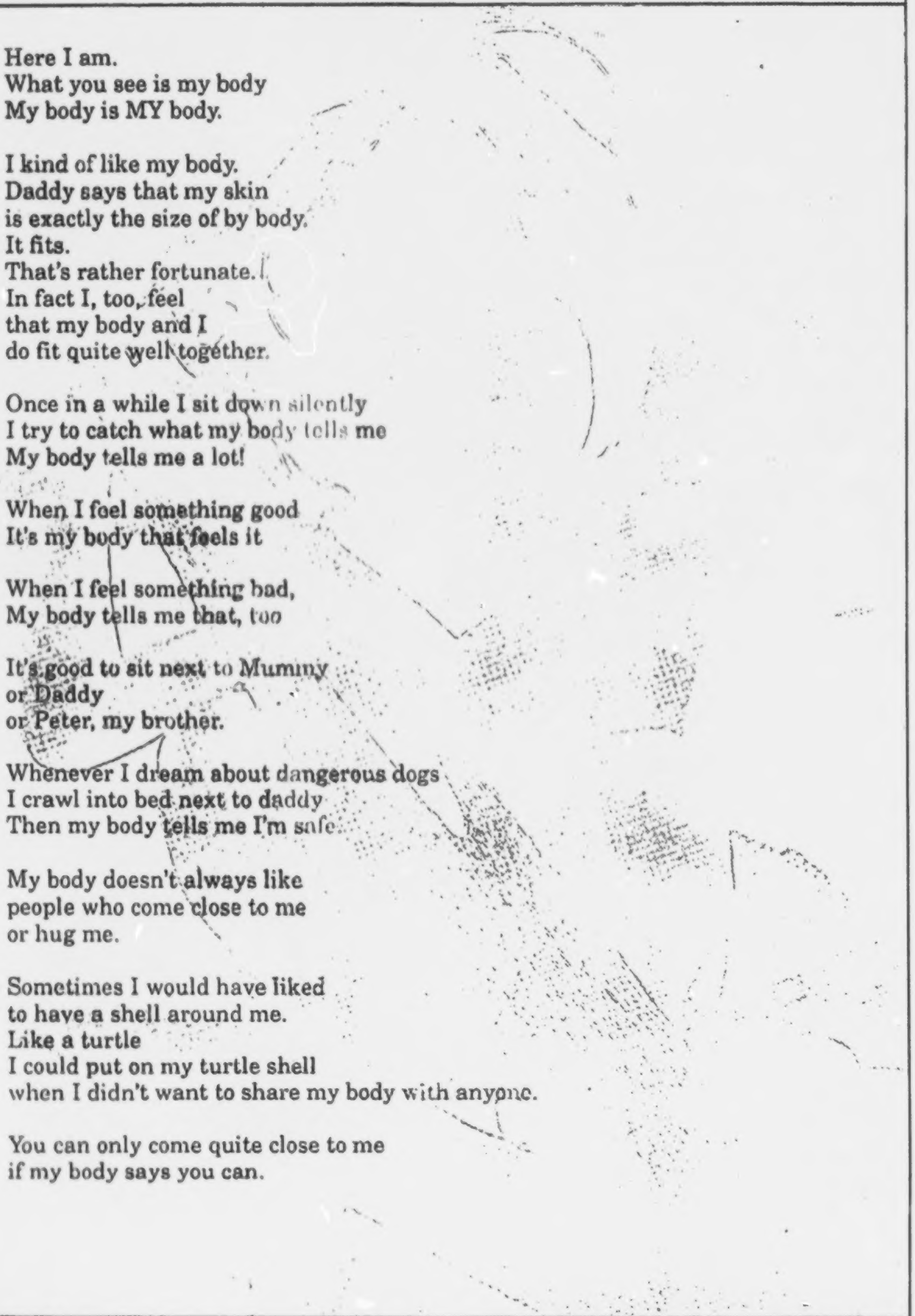
You feel mixed up because you trusted someone and they let you down.

You feel angry because someone's hurt you and you can't hurt them back.

You feel guilty because you think maybe it was your fault.

You don't know how you feel because you're going round in circles. So you talk to someone you think will listen.

My Body



Here I am.
What you see is my body
My body is MY body.

I kind of like my body.
Daddy says that my skin
is exactly the size of by body.
It fits.
That's rather fortunate.
In fact I, too, feel
that my body and I
do fit quite well together.

Once in a while I sit down silently
I try to catch what my body tells me
My body tells me a lot!

When I feel something good
It's my body that feels it

When I feel something bad,
My body tells me that, too

It's good to sit next to Mummy
or Daddy
or Peter, my brother.

Whenever I dream about dangerous dogs
I crawl into bed next to daddy
Then my body tells me I'm safe.

My body doesn't always like
people who come close to me
or hug me.

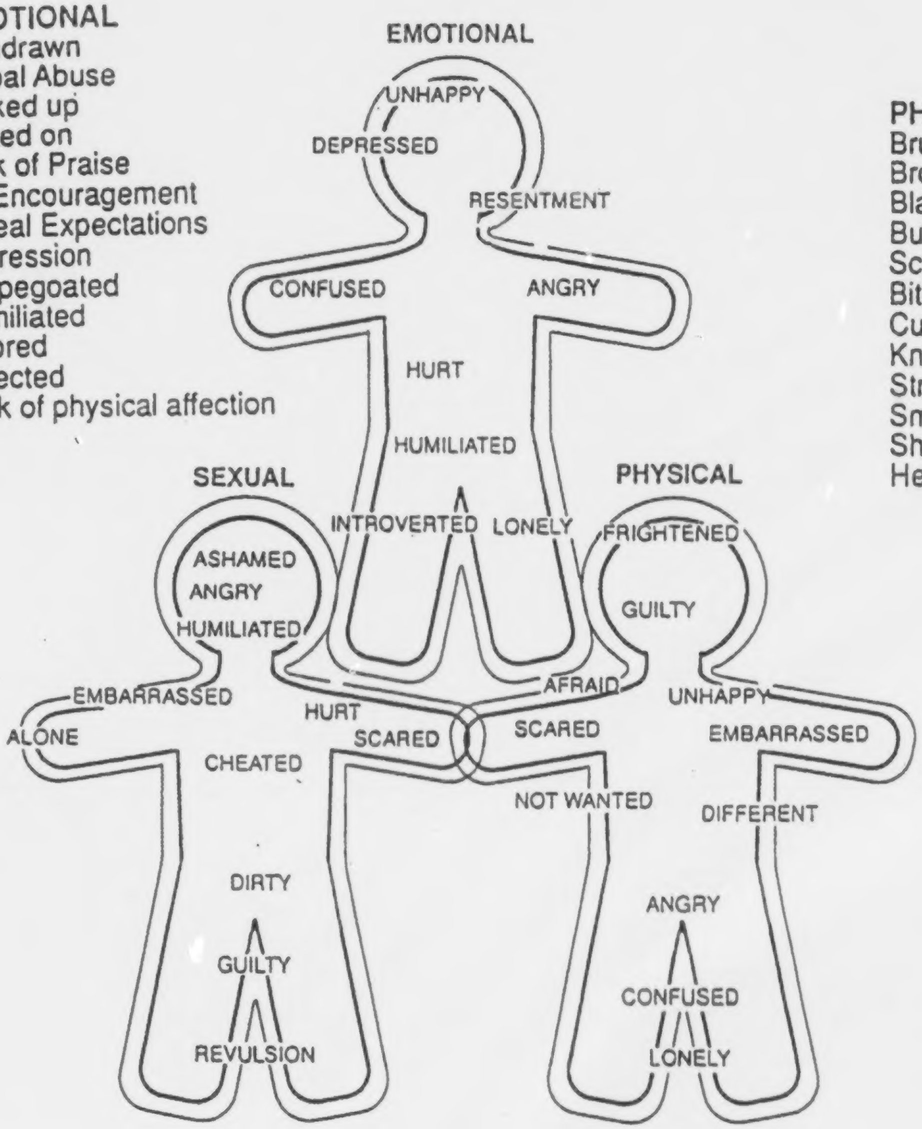
Sometimes I would have liked
to have a shell around me.
Like a turtle
I could put on my turtle shell
when I didn't want to share my body with anyone.

You can only come quite close to me
if my body says you can.

Source: UNICEF/Marcus Halevi

TYPES OF ABUSE AND FEELINGS AROUSED

EMOTIONAL
Withdrawn
Verbal Abuse
Locked up
Picked on
Lack of Praise
No Encouragement
Unreal Expectations
Aggression
Scapegoated
Humiliated
Ignored
Rejected
Lack of physical affection



PHYSICAL
Bruises
Broken limbs
Black eyes
Burns
Scars
Bites
Cuts
Knocked about
Strangled
Smothered
Shaking
Head injuries

SEXUAL
Rape
Touching in Places we don't like
Sexual suggestions
Porn material
Misuse of child
Blackmail

Maria's Story

My name if Maria Quispé. I am 17 and I live in Calca, a town in Peru.

When I was very small our family suffered a lot because my mother was a widow and there were 12 of us. I was the youngest. Then another man came along and she went off and abandoned us.

An older sister looked after us, but because we were so many I was left to get on with things on my own. The work I was doing was looking after animals and it was difficult because there were a lot and sometimes nobody gave me food so I was usually hungry. I used to eat plants and things because there was no food.

Finally, my older brother, who had already come to Calca and had his house and family here, said that he would take me because I wanted to learn to read and write. At that time I was about 8. I had a rough life, but the teachers at school helped me.

My brother and his wife didn't bring me here as a gift though; they brought me to work. After school, I worked in my brother's house; washing, selling bread and looking after the kids, as well as studying. My brother was a baker and he made me work till about midnight, then at 1 o'clock I had to get up to make the dough for the bread, so I only slept for an hour. At 4 o'clock I went out to give out the bread to the schools. School started at 8 o'clock, but I used to come in late as I was still working giving out the bread.

My sister-in-law said that I should go to Lima with her. We arrived in Lima at night. The next day my sister-in-law took me to the house where I was going to work. I knew how to wash and iron things but cooking there was different. There were salads with different vegetables like cauliflowers and fish cooked in the oven and things I didn't know how to do. I was only working in the kitchen and I had one day a week free, but they didn't pay me much money. I only had a few bits of clothes and I couldn't really afford to buy anything. I was very innocent, very young, I knew nothing.

The man who owned the house got sick and went into hospital, so I was left alone in the house with another employee who was a man. The lady of the house used to come in very late at night and so we were always left alone and my bedroom door didn't lock. The man used to smoke drugs. One night he raped me. I couldn't tell anyone because he threatened to kill me if I told anyone. I got pregnant. I stayed in that house until I had the baby.

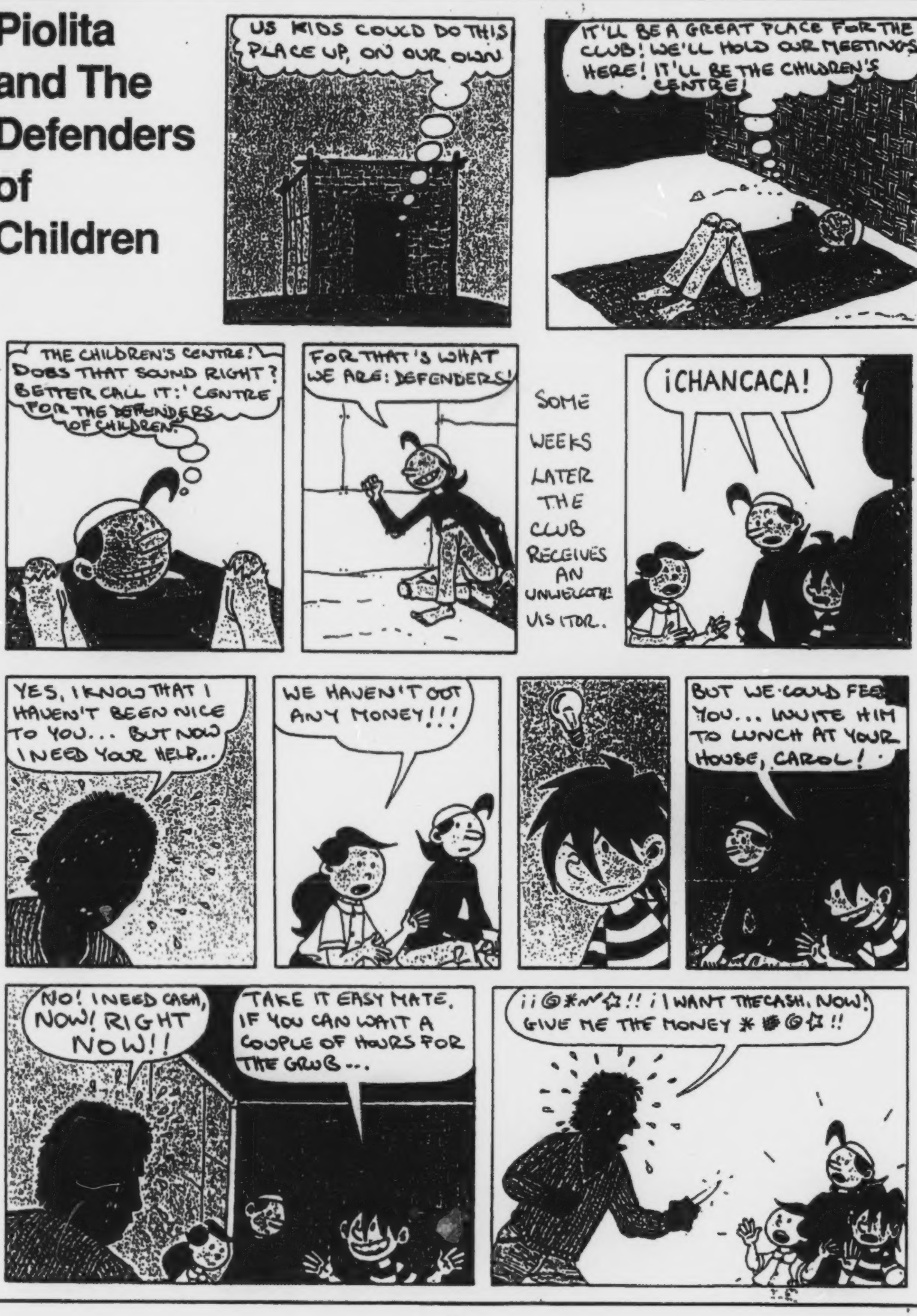
Then I got a letter saying that my mother was very sick. When I got to Calca I found out that my mother wasn't sick at all, but my brother had found out that I had a baby and he was afraid that if I stayed in Lima I would have more. That is why he sent a letter to me to come.

I was in my brother's house for a little while until they threw me out. They said it was because my baby didn't have a recognised surname. They said that I shouldn't have brought a kid like that into the house.

I was working all the time, washing clothes in the town for the teachers and all kinds of work to feed my baby, Coco, and myself. Then someone told me about the nuns and their handicraft centre which gives women work and teaches them. The nuns gave me a small allowance and I started coming here every day to work on the loom. Coco is looked after at the centre while I work.

My mother died last year. I hardly ever see my family as they live up in the mountains. I never go to my brother's house because he treats me so badly. It's hard to raise a child on one's own. I plan to set up a weaving cooperative with others here. None of us has any money but we're all agreed that we are going to do it!

Piolita and The Defenders of Children


US KIDS COULD DO THIS PLACE UP, ON OUR OWN
IT'LL BE A GREAT PLACE FOR THE CLUB! WE'LL HOLD OUR MEETINGS HERE! IT'LL BE THE CHILDREN'S CENTRE!
THE CHILDREN'S CENTRE! DOES THAT SOUND RIGHT? BETTER CALL IT: 'CENTRE FOR THE DEFENDERS OF CHILDREN'.
FOR THAT'S WHAT WE ARE: DEFENDERS!
SOME WEEKS LATER THE CLUB RECEIVES AN UNWELCOME VISITOR.
¡CHANCACA!
YES, I KNOW THAT I HAVEN'T BEEN NICE TO YOU... BUT NOW I NEED YOUR HELP...
WE HAVEN'T GOT ANY MONEY!!!
BUT WE COULD FEED YOU... INVITE HIM TO LUNCH AT YOUR HOUSE, CAROL!
NO! I NEED CASH, NOW! RIGHT NOW!!
TAKE IT EASY MATE. IF YOU CAN WAIT A COUPLE OF HOURS FOR THE GRUB...
¡¡@*~☆!! ¡I WANT THE CASH, NOW! GIVE ME THE MONEY *#@☆!!

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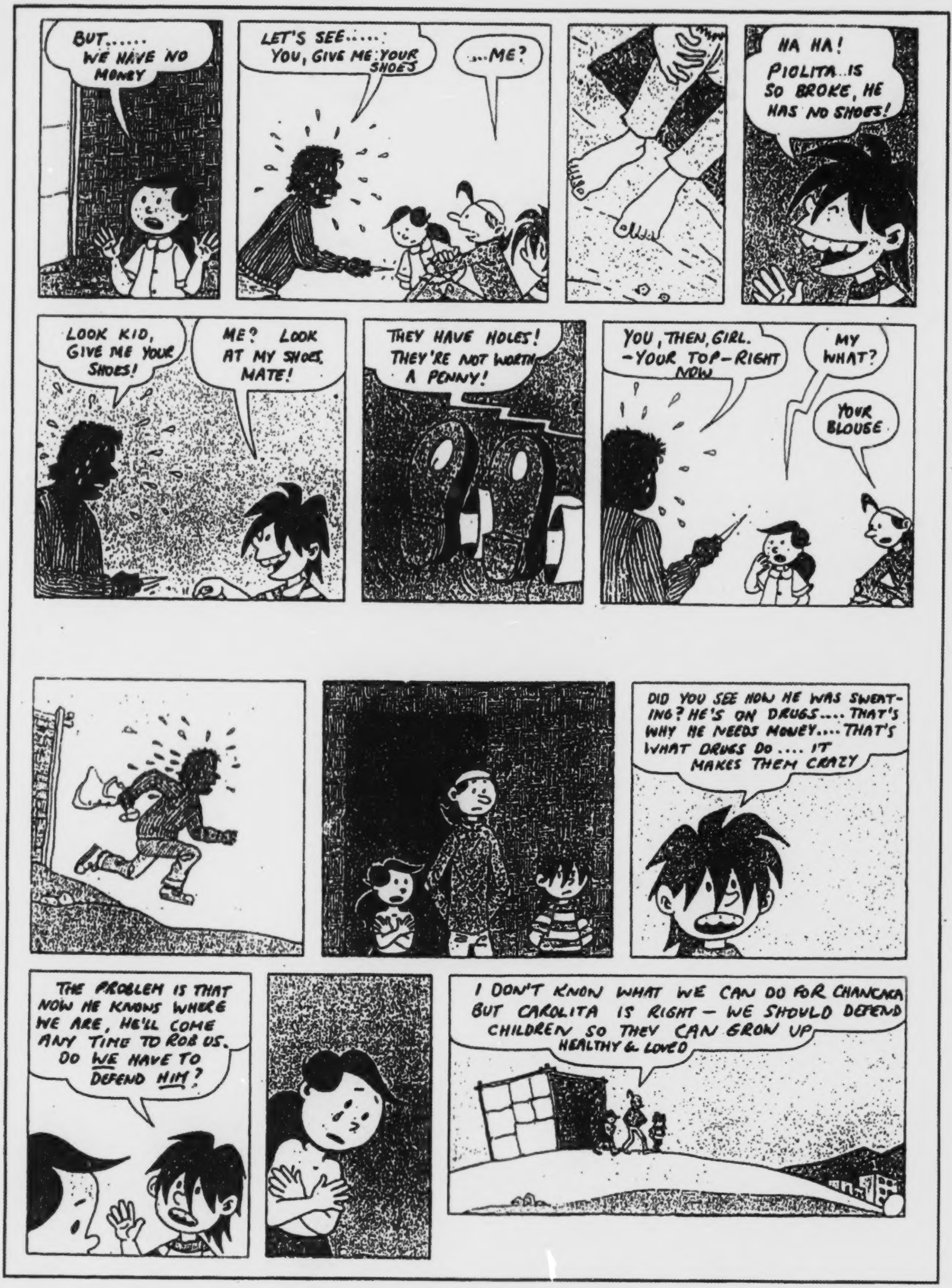

BUT...... WE HAVE NO MONEY
LET'S SEE...... YOU, GIVE ME YOUR SHOES
...ME?
HA HA! PIOLITA...IS SO BROKE, HE HAS NO SHOES!
LOOK KID, GIVE ME YOUR SHOES!
ME? LOOK AT MY SHOES, MATE!
THEY HAVE HOLES! THEY'RE NOT WORTH A PENNY!
YOU, THEN, GIRL. -YOUR TOP-RIGHT NOW
MY WHAT?
YOUR BLOUSE
DID YOU SEE HOW HE WAS SWEATING? HE'S ON DRUGS.... THAT'S WHY HE NEEDS MONEY.... THAT'S WHAT DRUGS DO.... IT MAKES THEM CRAZY
THE PROBLEM IS THAT NOW HE KNOWS WHERE WE ARE, HE'LL COME ANY TIME TO ROB US. DO WE HAVE TO DEFEND HIM?
I DON'T KNOW WHAT WE CAN DO FOR CHANCACA BUT CAROLITA IS RIGHT – WE SHOULD DEFEND CHILDREN SO THEY CAN GROW UP HEALTHY & LOVED

BEST COPY AVAILABLE

Nasreen, in a house under siege

Nasreen is now in her late teens. She lives with her parents and younger brother and sister in an area of east London. Her parents came from Pakistan over 20 years ago. In the early 1980s her father bought a shop and the flat over it, intending to open a tailor's shop. But their home became their prison. For over four years the family were subjected to constant violent and vicious harassment by a gang. They seldom went out after seven o'clock at night, nor did they go downstairs after dark.

Through it all Nasreen kept a diary and kept in touch with journalist John Pilger. This is a summary of the family's experiences, often in Nasreen's own words........

25th January, 1983 (The week the family moved into their new home.)

"Tonight a gang of at least 40 youths attacked our house. They threw stones, smashing the shop windows, and gave Nazi salutes. They shouted: "Pakis out!" They did this for six hours. When the trouble started we phoned the police, but they never came. We phoned them again, but they never came.... Eventually, my father went to the police station to get the police..... we had a witness. The police said they didn't need a witness."

The attacks continued night after night, week after week, with little interruption by the police. The shop was barricaded up, on the urging of the police, who said they could do nothing about the attacks.

Nasreen described the attacks:

"At first they'd go in circles. They'd go round and round. Or maybe they'd just sit and do nothing at all. Or maybe, they'd just smash the door and throw rocks......"

Nasreen would often phone John Pilger during an attack. He writes: 'She'd just tell me, in her Cockney accent:
"They're at the door now. Hear 'em? I've called the police and we're waiting. That's all, bye."

'Later, she would phone back to say they were all right, she was merely making contact with the world outside her barricades. She reminded me of Anne Frank, the Jewish girl who hid from the Nazis in the attic of an Amsterdam house. She was Anne Frank with a telephone.'

When John Pilger made enquiries to the police he was told they were giving the family "special attention", but that it was impossible to mount a "24 hour guard". They suggested that the family move but auctions failed to sell the house.

Alongside Nasreen's diary is a pile of letters from the police, the Home Office, the local authority, local MPs and the Prime Minister; replies to Nasreen's letters to them about: "a family that were being smashed about by skinheads."

An extraordinary reply came from the Home Office urging the family to keep reporting every attack to the police "even if the police are unable to take effective action". The letter then went on to apologise "for not being able to give a more helpful reply".

Unit B

CHILD LABOUR

"The State's obligation to protect children from engaging in work that constitutes a threat to their health, education and development, to set minimum ages for employment and to regulate conditions of employment." (Article 32)

* Ask children what sort of jobs they do around the house? Do they, for example, help with the washing up, or clean their room?

* B1 is a pictorial representation showing a typical rural African woman's day. In many families 'woman' would mean girls from the age of 9 or 10.Children could each make a similar chart showing their typical day and compare the two charts.

* You could organise a class survey to see who does what and show their results on a graph.

* Now do the same for Saturday jobs or paper rounds and the like. Children could do another survey to find out how much their friends are paid and compare their wages with that of an adult by looking at the 'Situations Vacant' page in the local newspaper or the Job Centre. (Refer also to the newspaper article quoted on page 18 of 'The Whole Child')

* B2 is a picture exercise. The first part of the activity is on page 25. Children look at the photo and discuss it using the questions provided or making up their own. Then they can look at the full picture on page 26. Discuss what the children thought the child was doing at first and then their reaction to seeing the scene in full. The picture shows a boy working on a building site in Pakistan.

* Discuss the differences between being employed and being exploited - do employers, for example, exploit children by underpaying them?

The exploitation of children has not been restricted to 'Third World' countries. This brief history links legislation restricting child employment to Education Acts which raise the school leaving age in the UK. The effectiveness of these Acts, of course, relies on them being rigidly enforced.

1802 Factory Apprentices Act - limited working hours to 12 a day and laid down rules for treatment of apprentices.
1819 Factory Act - but applied only to children working in cotton mills.
1833 The first really effective Factory Act which prohibited the employment of children under 9 years.
1838 26 children drowned in an accident at Silkstone pit.
1839 Of 419,590 factory workers in the textile industry nearly half were under 18 years of age.
1841 Explosion at Mount Osbourne colliery - 15 children killed.
1842 Mines Act - no children under 10 years of age to work underground. In the same year there was an explosion at Hopwood's colliery and 5 were killed.
1844 Factory Act - reduced the working hours of children under 13 years of age.

1870 Education Act sought to introduce compulsory elementary education for children between the ages of 5 - 14. No child under 10 was to be employed. Children 10 - 13 could be employed if they held a certificate issued by the school inspector.
1893 The minimum school leaving age was raised to 11 years.
1899 The minimum school leaving age was raised to 12 years.
1918 The minimum school leaving age was raised to 14 years.
1920 Employment of Women, Young Persons and Children Act stipulated that no child under 14 shall be employed in an industrial undertaking.
1933 Children and Young Persons Act restricted the number of hours which may be legally worked by children under 16 years, including the regulation that children under 13 could not be employed at all.
1936 An Act was passed to raise the school leaving age to 15 but it was not implemented until after the Second World War, in 1947.
1944 Act established compulsory secondary education.
1971 Raising of the school leaving age to 16 years.
1989 Conditions regulating the employment of young people were revised, removing some of the restrictions imposed by previous Acts. Now there are no restrictions on the employment of young people between the ages of 15 years 8 months to 18. This new legislation will allow school students to work much longer hours before and after school which could affect their studies. Youngsters from poorer families will be particularly vulnerable to exploitation as they will feel obligated to work longer hours.

* B3 is a page of press cuttings about children who have been illegally employed in the UK during the 1980s.

The legislation governing the age limits for employment varies according to the country and the type of occupation. In general the minimum age for light work (not likely to harm the child or prevent it from going to school) is 12 years. For hazardous work, the limit is between 16 and 18 years. Though child labour has officially been prohibited in most countries, there is a wide gap between the law and practice. It is generally accepted that there are over 100 million children at work, worldwide.

The exploitation of children in the labour force is a direct consequence of poverty. For a poor family a child at work is an additional source of income; for a street child, its work is its only source of income; and for those few who choose to work, escaping from the vicious cycle of exploitation and abuse is virtually impossible.

* B4 is the true story of Kancha in Nepal. It tells the story of a rural boy and his friends who run away from exploitation in the countryside to the capital, Kathmandu, in search of a better life. Kancha's story ends on quite a positive note: he has become aware of people who work on behalf of child workers and life in the restaurant is better than his life on the land. You may also like to look back at 'Meena's Story' on page 23 in 'The Whole Child', in order to make a comparison.

* B5 is a less happy tale. Samroeng died as a result of his work in a "hell factory". For an employer, children are an inexpensive, easily exploited, and expendable supply of labour, as the Thai government recognised when they put the price of compensation to child workers as that of the minimum adult wage. While a childs' labour costs less than that of an adult then adults will remain unemployed and children exploited.

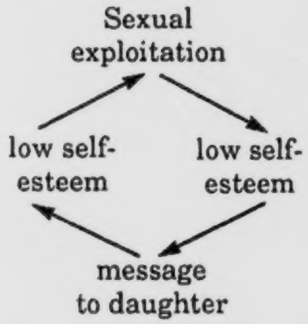
Other forms of exploitation are covered by the following articles:

"The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography." (Article 34)

Maria's Story, A6, is an example of girl's narrow escape from sexual exploitation. It doesn't always happen that way. There is sometimes a vicious circle which is difficult to break.

From mother to daughter

A girl who is sexually exploited may suffer from low self-esteem and a sense that she is not entitled to respect and full human rights.
When she becomes a mother, she may set a clear example for her daughter to learn: that women deserve to be treated badly. Her daughter may therefore expect ill-treatment when it comes - and accept sexual exploitation in her turn.



"The State's obligation to make every effort to prevent the sale, trafficking and abduction of children." (Article 35)

In the UK the usual stories we hear of abduction are in cases of separated or divorced parents, often when they are from different cultures. The practice of child abduction is even more horrific in developing countries where children are literally 'stolen' for the purpose of making a lucrative sale.

* The following is an extract from an article 'Children for Sale' from the December '87 issue of 'South' magazine.

> In the past 10 years about 6,000 Thai children have been abducted and smuggled across the border into Malaysia to be sold to wealthy, childless couples, according to the Bangkok-based Centre for the Protection of Children's Rights (CPCR), a private body.
>
> The centre began investigations into the clandestine operations last June, after the Malaysian police rescued several babies. According to the centre's lawyer, Thiraphol Wirawat, at least three gangs have been operating in the Thai border towns of Padang Besar, Betong and Sungai Kolok for eight years.
>
> Each gang has eight to ten members, including agents, abductors and baby-sitters, and a string of safe houses. Crossing the border is no problem: there are hundreds of unsupervised crossing points.
>
> Despite active cooperation between the Malaysian and Thai authorities, only a few agents have been arrested. Children from as far away as the Cambodian border are snatched from unsuspecting mothers by women who have recently befriended them. Sometimes they are adopted from orphanages. Most are bought from prostitutes.

The going rates in Malaysia are between $1,000 to $2,200 for a girl and $2,000 to $3,000 for a boy. Light-skinned children sell for higher prices to Chinese Malaysians.

A total of 430 Malaysian couples have applied to the welfare ministry to adopt children from the four government homes. But only 65 children are available for adoption.

In Malaysia, birth registrations do not require hospital certificates, so it is easy for couples to pass off babies as their own. Adoption procedures are equally lax, according to the Thai lawyer.

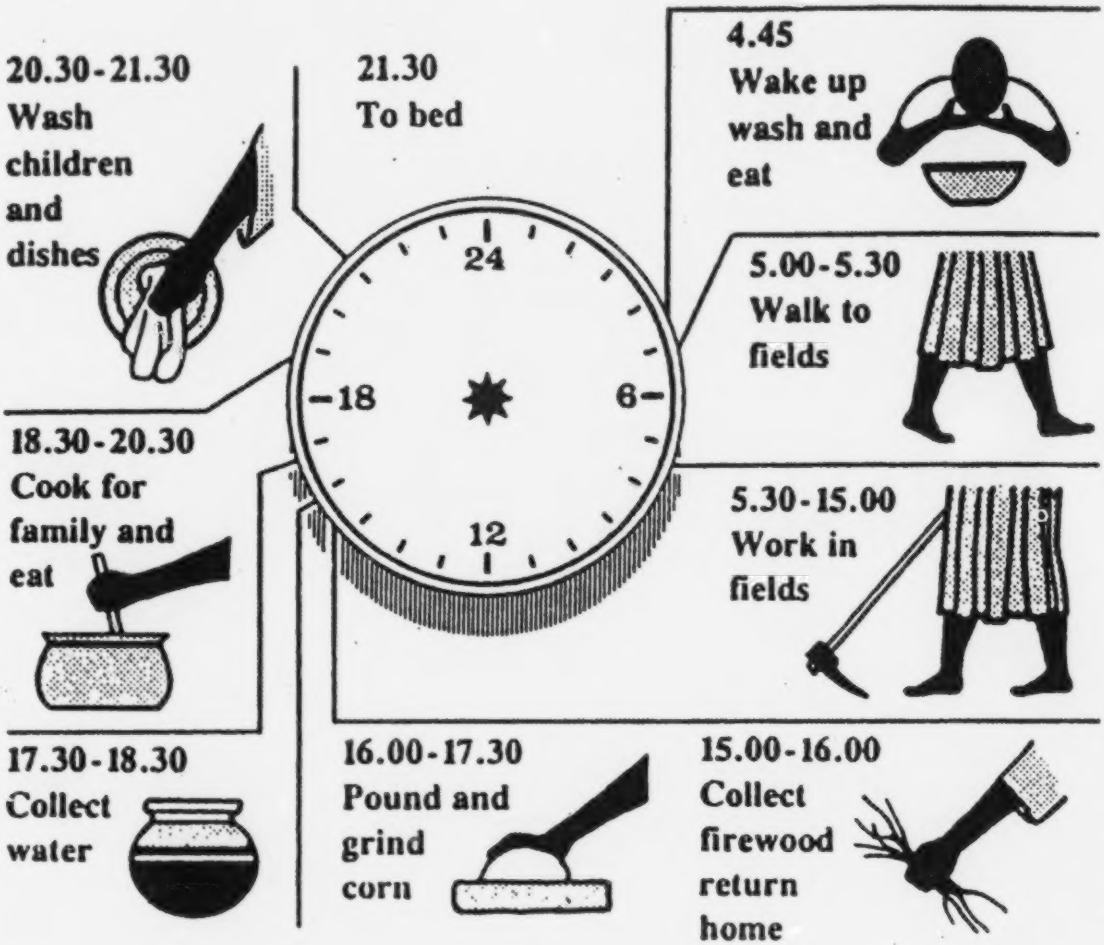
REHABILITATION

In the UK and the west children do not usually need rehabilitation from their exploitation by employment but protection by the law. In developing countries, although the legislation may exist police may have great difficulty enforcing it. As your children may have seen in the stories in this Unit, children's health is often ruined by working in sweatshops from a very young age. Also their prospects are irredeemably damaged by their lack of education which could have opened up opportunities. In many countries the young child workers themselves may be replaced by younger workers once they reach their 20s and they find themselves with no prospects or income.

Children could discuss how Kancha, and maybe Meena, could be helped or rehabilitated, and how Samroeng's death could have been prevented. Maria, (A6) has been rehabilitated through the agency of a Catholic Convent which at that time was assisted by Oxfam.

As in so many of these cases, prevention would be better than cure, which is how enforced compulsory education and miminum school leaving age become intertwined with the reduction of child labour. What is also needed, of course, are solutions to the conditions of abject poverty that the parents of child labourers live in and which is a direct cause of the exploitation of children in the labour market. Also, as Samroeng's story points out: while children can be employed for lower than the minimum adult wage then the whole of the adult labour market in many countries is undermined and their poverty perpetuated.

A DAY IN THE LIFE OF A TYPICAL RURAL AFRICAN WOMAN

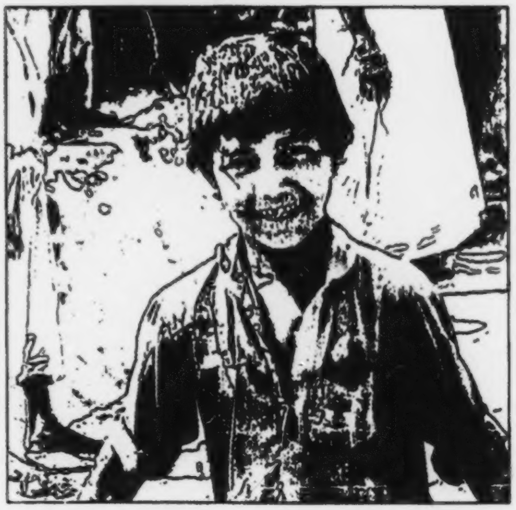


Meet Amin

What is he wearing?

What country is he in?

What country is he from?



Who is this?

How old is he?

Where is he going?

What is he doing?

Does this boy go to school?

Who are the people in the background?

What are they doing?

Where is the boy? Is he on a beach? A road? A mountain? In a town?

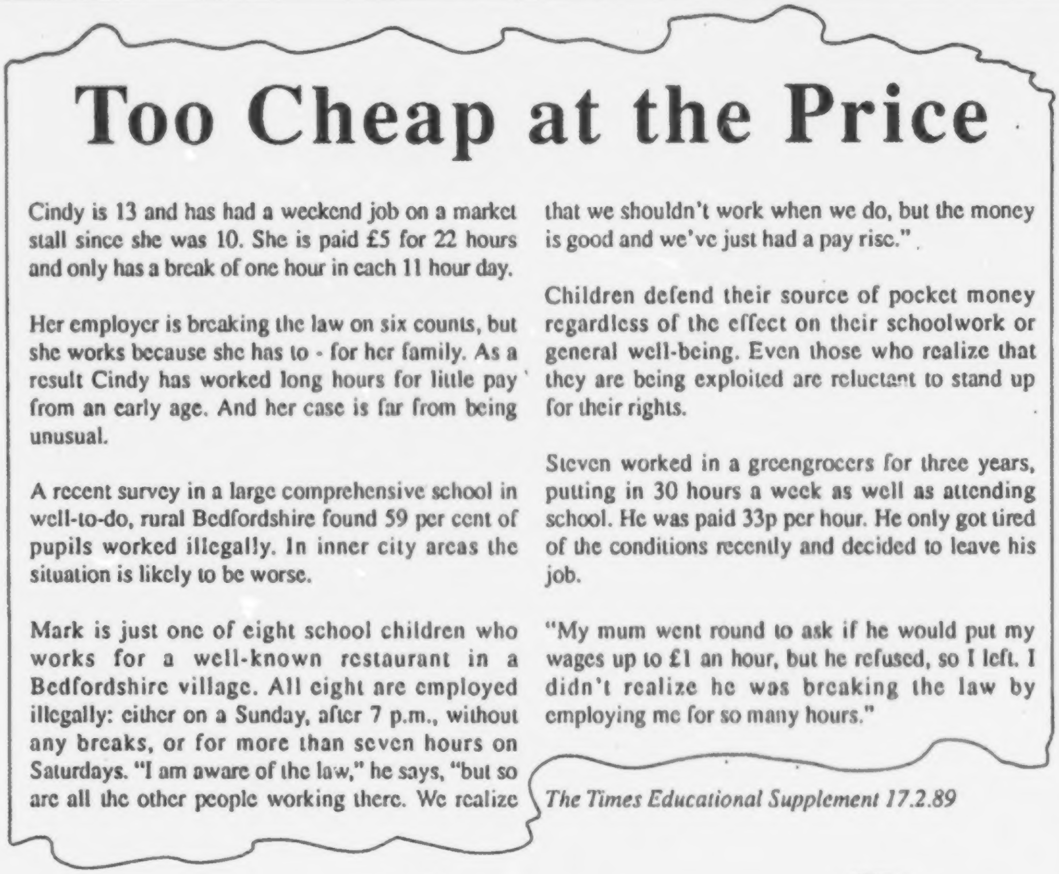
He's smiling at the camera, is he on holiday?

What is happening in the rest of the picture?

Is he at school in this picture?

Source: OXFAM

PRESS CUTTINGS - CHILD LABOUR IN UK



Too Cheap at the Price

Cindy is 13 and has had a weekend job on a market stall since she was 10. She is paid £5 for 22 hours and only has a break of one hour in each 11 hour day.

Her employer is breaking the law on six counts, but she works because she has to - for her family. As a result Cindy has worked long hours for little pay from an early age. And her case is far from being unusual.

A recent survey in a large comprehensive school in well-to-do, rural Bedfordshire found 59 per cent of pupils worked illegally. In inner city areas the situation is likely to be worse.

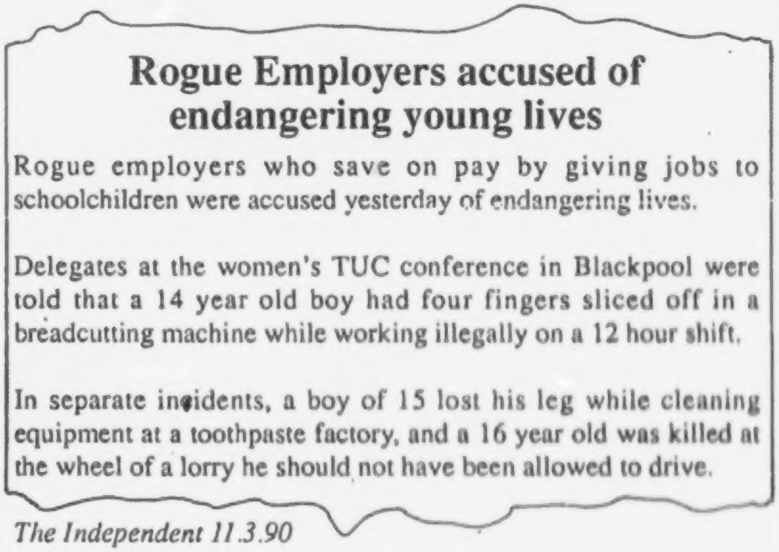
Mark is just one of eight school children who works for a well-known restaurant in a Bedfordshire village. All eight are employed illegally: either on a Sunday, after 7 p.m., without any breaks, or for more than seven hours on Saturdays. "I am aware of the law," he says, "but so are all the other people working there. We realize that we shouldn't work when we do, but the money is good and we've just had a pay rise."

Children defend their source of pocket money regardless of the effect on their schoolwork or general well-being. Even those who realize that they are being exploited are reluctant to stand up for their rights.

Steven worked in a greengrocers for three years, putting in 30 hours a week as well as attending school. He was paid 33p per hour. He only got tired of the conditions recently and decided to leave his job.

"My mum went round to ask if he would put my wages up to £1 an hour, but he refused, so I left. I didn't realize he was breaking the law by employing me for so many hours."

The Times Educational Supplement 17.2.89



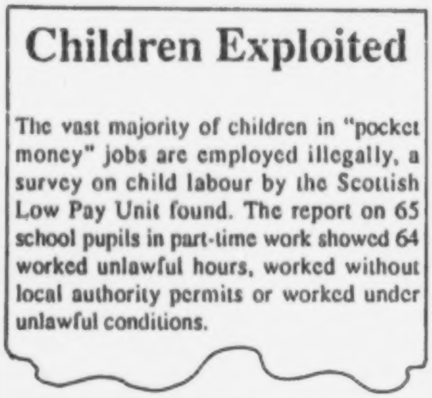
Rogue Employers accused of endangering young lives

Rogue employers who save on pay by giving jobs to schoolchildren were accused yesterday of endangering lives.

Delegates at the women's TUC conference in Blackpool were told that a 14 year old boy had four fingers sliced off in a breadcutting machine while working illegally on a 12 hour shift.

In separate incidents, a boy of 15 lost his leg while cleaning equipment at a toothpaste factory, and a 16 year old was killed at the wheel of a lorry he should not have been allowed to drive.

The Independent 11.3.90



Children Exploited

The vast majority of children in "pocket money" jobs are employed illegally, a survey on child labour by the Scottish Low Pay Unit found. The report on 65 school pupils in part-time work showed 64 worked unlawful hours, worked without local authority permits or worked under unlawful conditions.

The Independent 23.11.90

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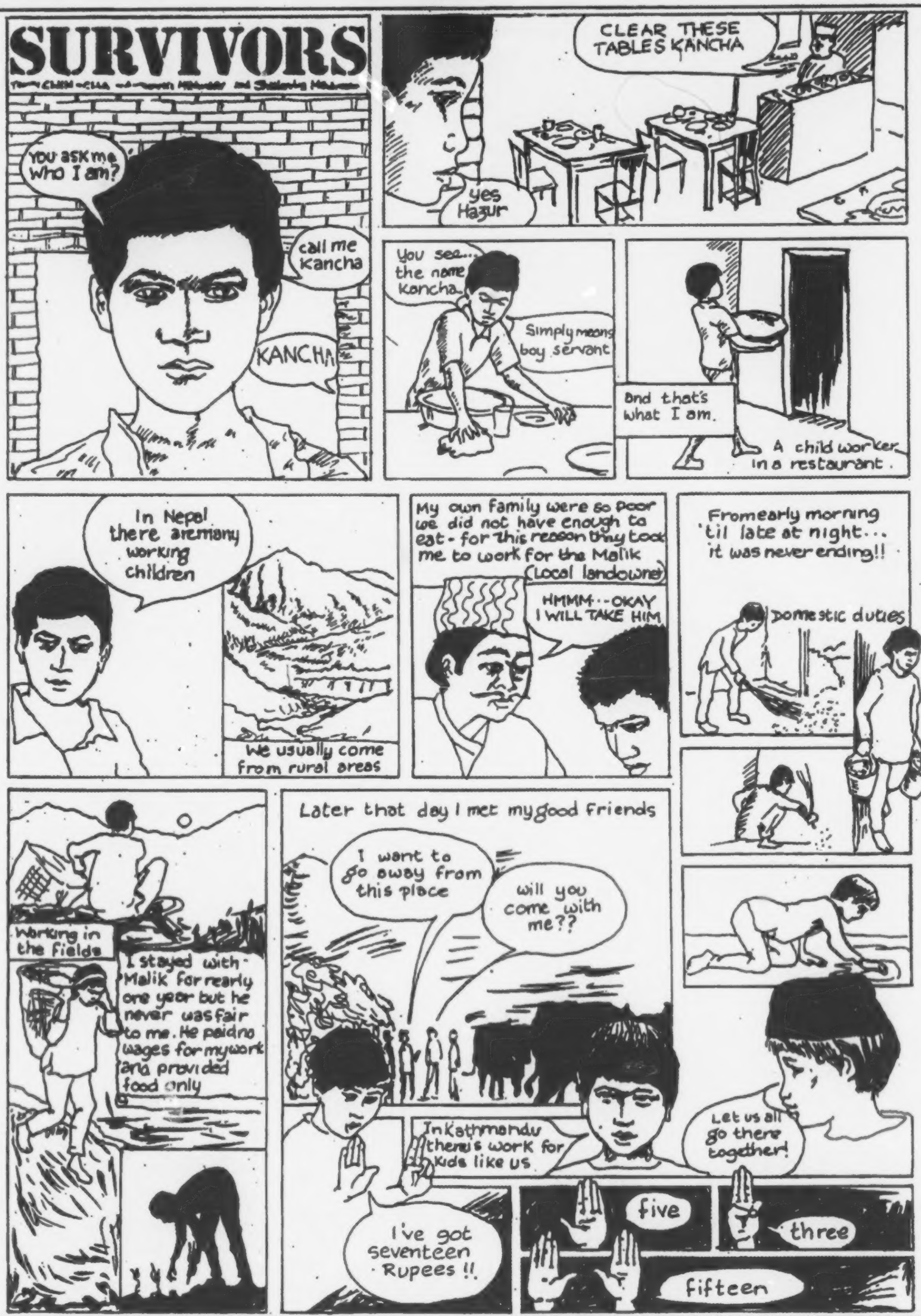
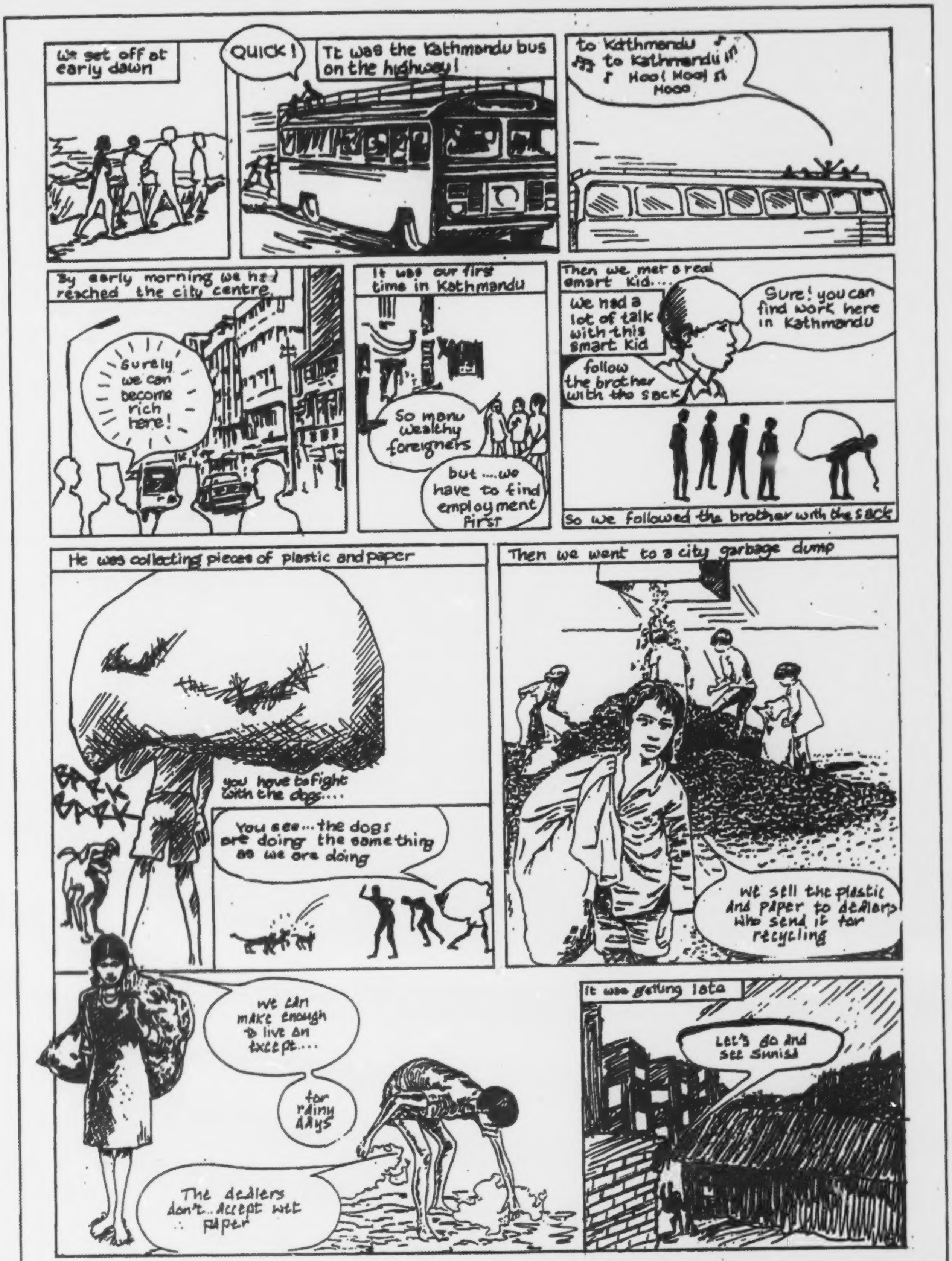
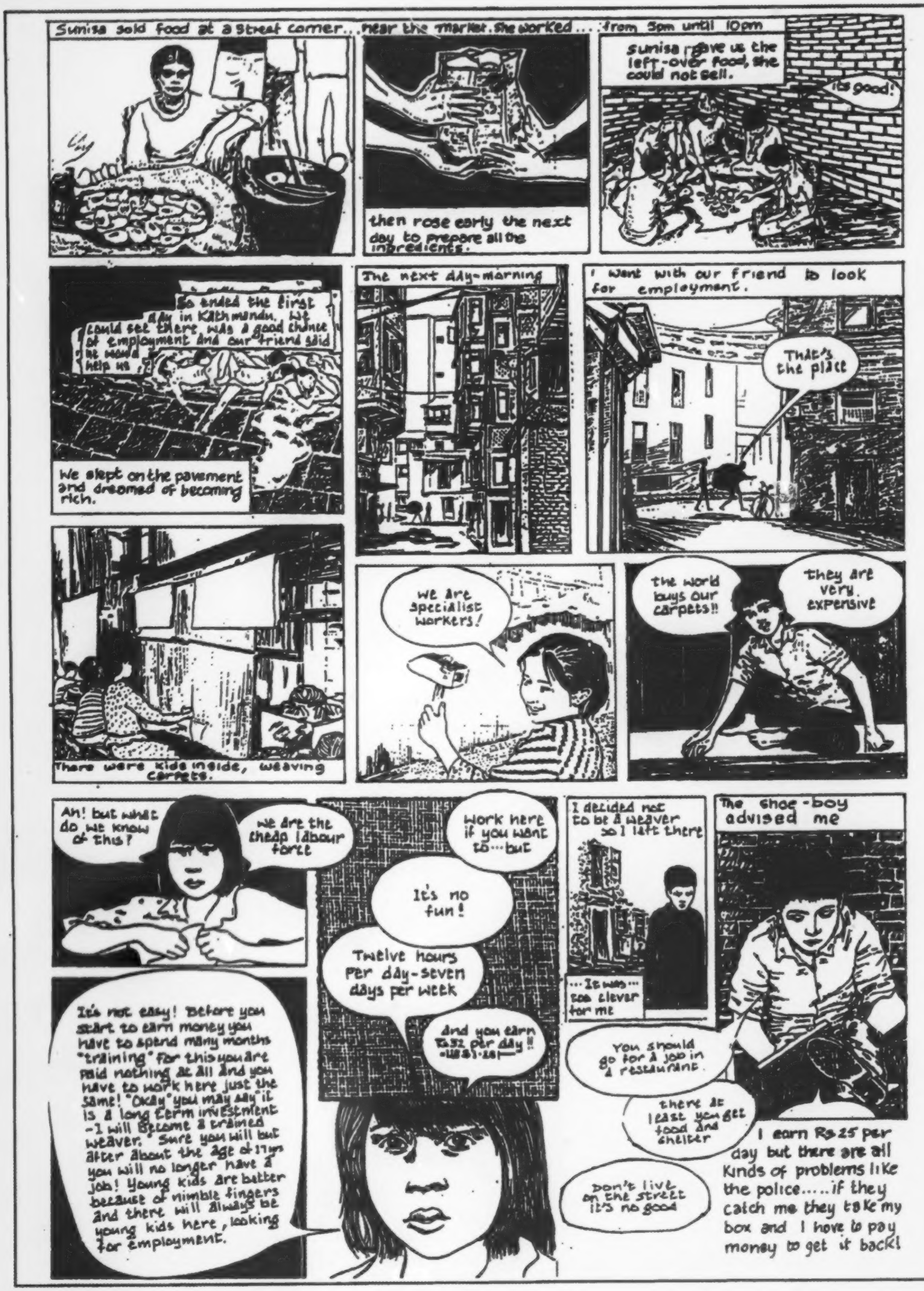
The story of Kancha


SURVIVORS
You ask me who I am?
call me Kancha
KANCHA
CLEAR THESE TABLES KANCHA
yes Hazur
You see... the name Kancha...
Simply means boy servant
and that's what I am.
A child worker in a restaurant.
In Nepal there are many working children
We usually come from rural areas
My own family were so poor we did not have enough to eat - for this reason they took me to work for the Malik (Local landowner)
HMMM... OKAY I WILL TAKE HIM
From early morning 'til late at night... it was never ending!!
Domestic duties
Working in the fields
I stayed with Malik for nearly one year but he never was fair to me. He paid no wages for my work and provided food only
Later that day I met my good friends
I want to go away from this place
will you come with me??
In Kathmandu there is work for kids like us
Let us all go there together!
I've got seventeen Rupees !!
five
three
fifteen


We set off at early dawn
QUICK!
It was the Kathmandu bus on the highway!
to Kathmandu ♪ to Kathmandu ♫ Hoo! Hoo! ♫ Hooo
By early morning we had reached the city centre.
Surely we can become rich here!
It was our first time in Kathmandu
So many wealthy foreigners
but ....we have to find employment first
Then we met a real smart kid....
We had a lot of talk with this smart kid
Sure! you can find work here in Kathmandu
follow the brother with the sack
So we followed the brother with the sack
He was collecting pieces of plastic and paper
BARK BARK
you have to fight with the dogs....
You see... the dogs are doing the same thing as we are doing
Then we went to a city garbage dump
We sell the plastic and paper to dealers who send it for recycling
We can make enough to live on except....
for rainy days
The dealers don't... accept wet paper
It was getting late
Let's go and see Sunisa

233


Sunisa sold food at a street corner... near the market. She worked.... from 5pm until 10pm
then rose early the next day to prepare all the ingredients.
Sunisa gave us the left-over food, she could not sell.
It's good!
So ended the first day in Kathmandu. We could see there was a good chance of employment and our friend said he would help us.
We slept on the pavement and dreamed of becoming rich.
The next day-morning
I went with our friend to look for employment.
That's the place
There were kids inside, weaving carpets.
We are specialist workers!
The world buys our carpets!!
they are very expensive
Ah! but what do we know of this?
We are the cheap labour force
Work here if you want to...but
It's no fun!
Twelve hours per day-seven days per week
and you earn Rs32 per day!! =US$1.28
It's not easy! Before you start to earn money you have to spend many months "training" for this you are paid nothing at all and you have to work here just the same! "Okay" you may say "it is a long term investment -I will become a trained weaver." Sure you will but after about the age of 17yrs you will no longer have a job! Young kids are better because of nimble fingers and there will always be young kids here, looking for employment.
I decided not to be a weaver so I left there
...It was... too clever for me
The shoe-boy advised me
You should go for a job in a restaurant.
there at least you get food and shelter
Don't live on the street it's no good
I earn Rs25 per day but there are all kinds of problems like the police.....if they catch me they take my box and I have to pay money to get it back!

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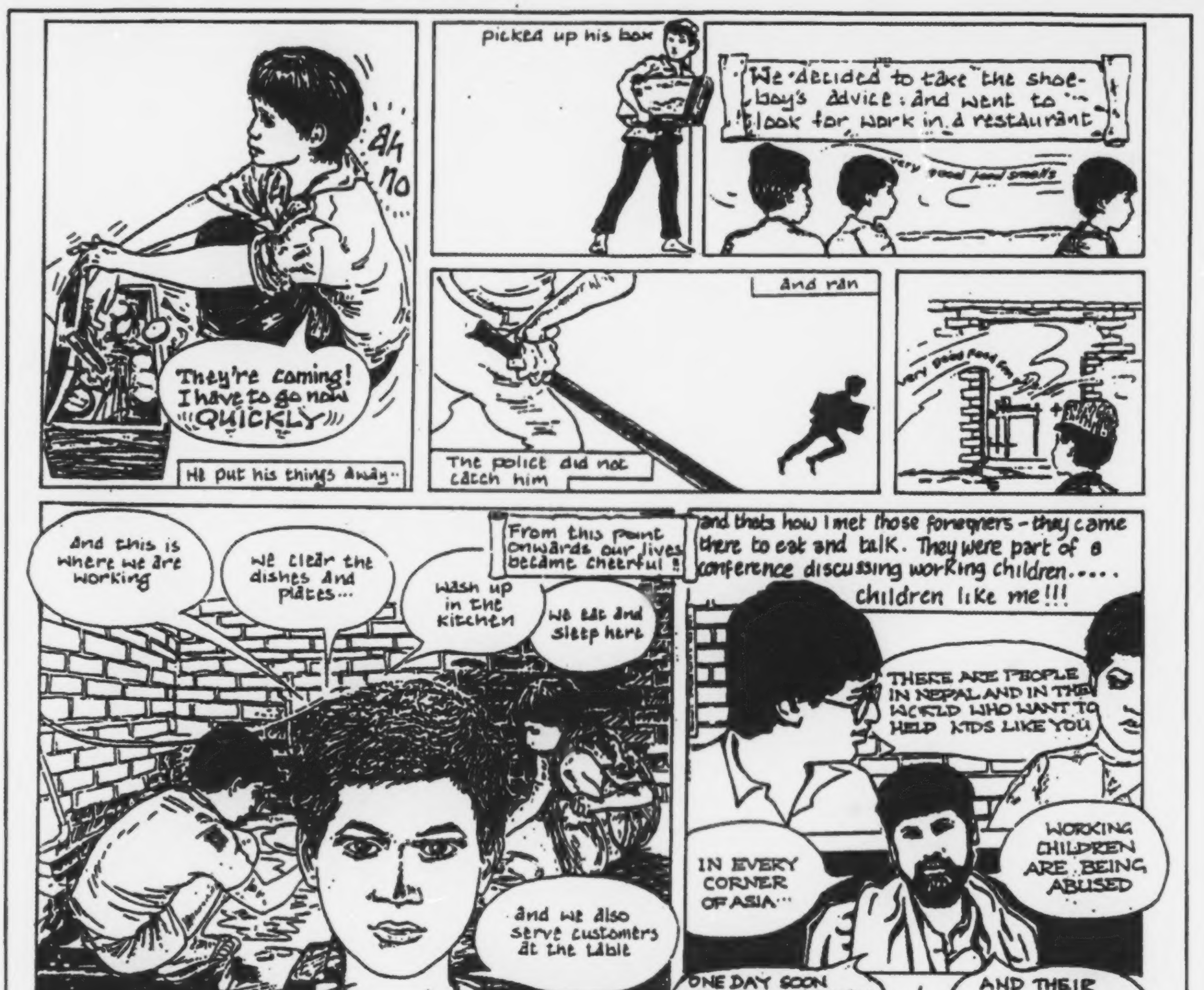
ah no
They're coming! I have to go now QUICKLY
He put his things away...
picked up his box
We decided to take the shoe-boy's advice: and went to look for work in a restaurant
very good food smells
and ran
The police did not catch him
very good food smells
And this is where we are working
We clear the dishes and plates...
From this point onwards our lives became cheerful!
wash up in the kitchen
We eat and sleep here
and we also serve customers at the table
and thats how I met those foregners - they came there to eat and talk. They were part of a conference discussing working children.....
children like me!!!
THERE ARE PEOPLE IN NEPAL AND IN THE WORLD WHO WANT TO HELP KIDS LIKE YOU
IN EVERY CORNER OF ASIA...
WORKING CHILDREN ARE BEING ABUSED
AND THEIR LABOUR EXPLOITED
ONE DAY SOON THERE WILL BE NEW LAWS TO PROTECT CHILD WORKERS
BUT BEFORE THAT YOU SHOULD TELL YOUR STORY SO THAT OTHER PEOPLE IN THE WORLD WILL FIND OUT ABOUT WORKING CHILDREN LIKE YOU.
We child workers cannot go on strike for higher pay or better conditions. employers have complete control.......
THEY SIMPLY USE VIOLENCE
We cannot fight back
SMACK
many of us are locked in
There are those sick with exhaustion
and those who are dead.
Those injured in the factory
Some of us escape
and sleep on the street
The working place is our home we remain - we are the survivors.

235

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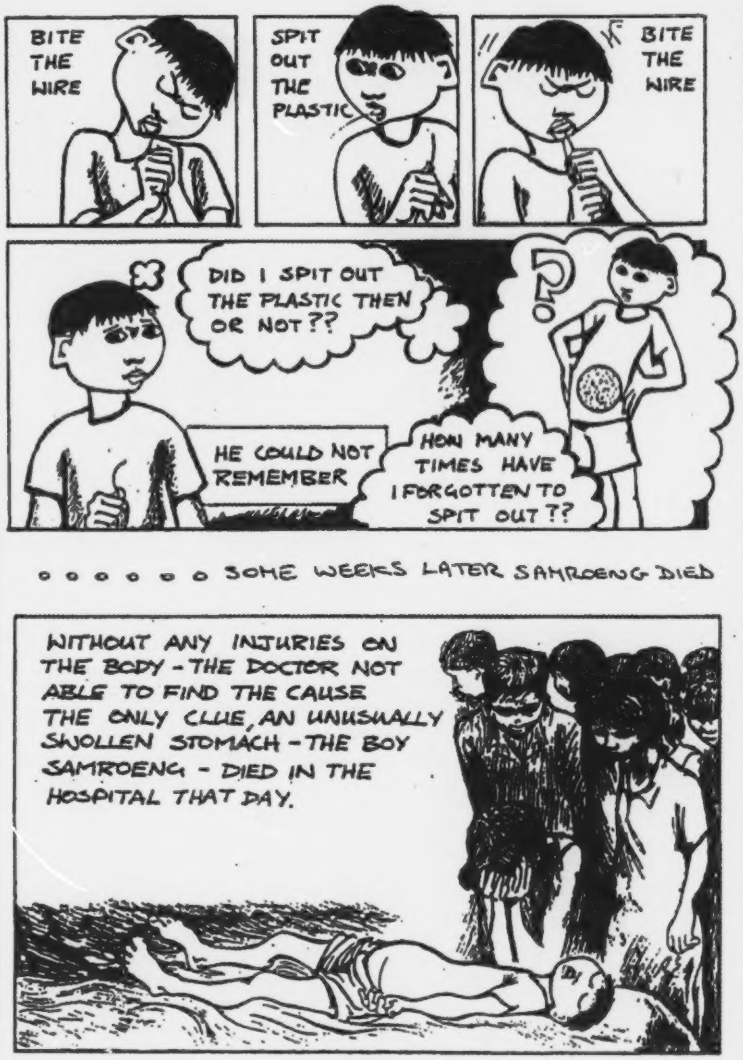
CHILD LABOUR - EXPLOITATION IN THAILAND


BITE THE WIRE
SPIT OUT THE PLASTIC
BITE THE WIRE
DID I SPIT OUT THE PLASTIC THEN OR NOT??
HE COULD NOT REMEMBER
HOW MANY TIMES HAVE I FORGOTTEN TO SPIT OUT??
○ ○ ○ ○ ○ ○ SOME WEEKS LATER SAMROENG DIED
WITHOUT ANY INJURIES ON THE BODY - THE DOCTOR NOT ABLE TO FIND THE CAUSE THE ONLY CLUE, AN UNUSUALLY SWOLLEN STOMACH - THE BOY SAMROENG - DIED IN THE HOSPITAL THAT DAY.

Samroeng died from malnutrition, poor treatment and the plastic and wire he swallowed while working in a "hell factory". The factory produced low cost electrical fittings for neon tubes. Samroeng and the other child workers were forced to work 15 hours a day, sitting all day on the floor. They lived in their workplace and were often beaten. The food was very poor and so was the pay.

Samroeng was recruited for the factory by someone who came to his village in northeast Thailand. People in this area are very poor and their situation had been made worse by the failure of the rice crop. Samroeng's parents thought that the money Samroeng earnt in Bangkok would help them, but he hardly ever got paid.

Thailand does not have any laws to guarantee wages for children. But in 1984, following Samroeng's death, the Central Labour Court ruled that the owner of the factory where Samroeng worked should pay compensation to other victims of child slavery. The minimum adult wage was taken as the standard for calculating the compensation.

The implication is that children should receive the same minimum wage as adult workers. It is hoped that by making child labour more expensive, employers will turn more to adult workers. The cheapness of their labour is the main reason for the use of children and consequently child exploitation. As in many other countries, child labour in Thailand has increased rapidly amid adult unemployment. According to government figures there are now more than one million child workers under 14 years of age in Thailand.

Unit C

DISCRIMINATION

"The principle that all rights apply to all children without exception, and the State's obligation to protect children from any form of discrimination." (Article 2)

In the other topic books in this series we have suggested learning activities about the cultures of minority ethnic groups (in 'The Whole Child') and the integration of children with disabilities into community life (in 'It's Our Right'). Here we have concentrated on how gender, social and racial differences can be explored without exposing children to verbal abuse or ridicule from an insensitive majority who feel themselves to be 'normal'.

* For your own interest find out what your own LEA's policies are about racism, gender discrimination etc.

* C1 is about both age and gender discrimination. Ask children to think back to the toys they used to play with and the games they used to play when they were younger. Try to illustrate this on a 'Play Line'. We have provided examples to give them an idea of how to do it. See what differences emerge between boys and girls and how age determines the type of toy or game played.

* Make a list of 'so called' boys' games and girls' games. How many of them could be played by either boys or girls? Is there any reason why girls shouldn't play football? (You may wish to use the video of the film 'Gregory's Girl', which illustrates this point in a highly entertaining way). Why shouldn't boys play netball? What about basketball? Is tennis a boys' game or a girls' game? Why may these gender differentiations have developed in the first place? How can we change the attitudes of people who believe in strong gender stereotypes?

This famous riddle about the surgeon shows how the English language is full of discriminatory assumptions which create concepts of belonging to 'normal' groupings and distancing different ones. The answer to the riddle is, of course, 'the boy's mother' - reminding us that doctors may be male or female but that in many cases we assume the former!

There is a road accident.
A lorry ran over a man and his son.
The father was killed outright.
The boy was taken into hospital.
The surgeon at the hospital recognised him.
"My son!" cried the surgeon, horrified, "that's my son".

If it is assumed that the surgeon is male this leads to the problem of how the accident victim can be related if the father has been killed. This assumption of course stems from the fact that the majority of people in high offices and management positions in the UK are male.

* You might like to carry out the 'Nevstar/Remsat' exercise taken from the Human Rights Activity File, by the Centre for Global Education, which focuses children's attention on discrimination by putting them, in turn, in the position of being both discriminator and discriminated against. Allow a whole morning or afternoon for this. You will need: a Nevstar badge for half the class and a Remsat badge for the other half.

Number each set of badges. Put out art and craft materials, puzzles, games, computers and any other appropriate resources for creative, enjoyable activities. Also prepare some formal mathematics and English worksheets.

NEVSTAR/REMSAT INSTRUCTIONS

Give out the badges randomly and ask the children to wear them. Tell them that Nevstars are to do as Remsats tell them at all times and that you will help ensure they comply. Each child should then find their opposite number (i.e. Nevstar 8 would pair up with Remsat 8 and so on.) Remsats are given a routine activity (e.g. a formal workcard) and encouraged to pass it to their Nevstar to do. Meanwhile they can choose a more enjoyable activity from those available, occasionally checking that the routine task is being carried out satisfactorily by their Nevstar. You should, from time to time, shower praise on Remsats for their creative work and for their supervision of the Nevstar; any disagreement between Remsat and Nevstar should always be settled in favour of the former. When a Nevstar completes a task set, (s)he passes it to the Remsat who presents the work to you. Praise the Remsat for the work done and give some reward!

At breaktime, Remsats should be allowed to leave the classroom first; Nevstars are forbidden to talk to Remsats, or to play with them, and should be restricted to a small area of the playground. After break, announce that an error has been made - that, in fact, the Nevstars, as their name suggests, are the 'stars' of the class and that the Remsats should henceforth undertake the routine tasks. The class - with roles thus reversed - continues as before until you judge it to be time to debrief the activity.

Debriefing: (an essential part of the activity) Ask the children to share their feelings. How did Nevstars feel before break? What were their feelings about their Remsat? What did they dislike most? How did Remsats feel before break? What did both groups feel about the role played by the teacher? How did it feel in the playground? How did both groups feel after the role reversal occurred? Did the newly privileged group behave differently from their pre-break counterparts because of their earlier experience? Did any member of a privileged group either before or after break help or co-operate with their underprivileged opposite number? How? Why? What rights were violated during the activity? What could those who were discriminated against have done about their situation?

Discussion will thus increasingly focus upon the issues of power/powerlessness, privilege, discrimination and injustice raised by the activity. The class can then be encouraged to reflect upon and discuss the extent to which the activity mirrored actual situations obtaining locally, nationally and in other parts of the world.

* Also see the fairy-tale story of 'The Boy with Two Eyes' in 'It's Our Right' page 31 for a story which gives a positive picture of 'difference'.

* C2 is a page of information cards for the Insight Game. This is an empathy exercise devised by the Minority Rights Group and appears in 'Profile on Prejudice' (see Resources). The game can be played as an introduction to one particular 'minority group' - Travellers, or in order to look at the issues underlying the treatment of all 'minorities'.

238

THE INSIGHT GAME - INSTRUCTIONS

For maximum effect it is best if you are familiar with the lives of Travellers as described in 'Profile on Prejudice' or 'Moving On', both by the Minority Rights Group. (See Resources.) If you do not have these resources the information on C3, page 40, may help.

You will need enough photocopies of the card information, C2, for one per group, plain postcards or a large piece of card, glue, large sheets of sugar paper, (2 per group), marker pens.

Cut up the card information and stick each section onto a piece of card - a full set of 12 cards. You may find it helpful to distinguish the 'positive' cards from the 'negative' cards by marking them with relevant symbol (+) or (-), or by sticking them onto two different colour cards.

This exercise can be done as a teacher-led exercise but it is most effective when it is used in small groups of 4 - 6, so that pupils feel free to explore their reactions and make comments without censorship.

HOW TO PLAY

Part One

AT THIS STAGE IT IS IMPORTANT THAT PUPILS HAVE NO IDEA WHO THEY REPRESENT, as this immediately brings in preconceptions about the group concerned.

Seat the pupils in small groups and ask one member of the group to record all the group's responses to the questions onto the 2 large sheets of sugar paper.

Give each group a set of 6 'positive' cards, a marker pen and two sheets of sugar paper. They should mark one: A - Feelings, and the other: B - Actions.

Tell your pupils that for the purpose of this exercise they are no longer to be themselves but are going to become members of a minority group. Ask pupils not to question who they are for the moment, but to think instead about the information given on the cards as if it describes themselves and their situation.

Ask pupils to take turns in reading out one of the cards to the group who should then discuss it. When they have read and discussed all 6 cards ask them Question 1:"How do you feel, being in this group?"
Groups' responses to this question should be recorded on to Sheet A - Feelings.
5 - 10 minutes should be allowed for this.

Part Two

Now give each group the 6 'negative' cards and ask them to go through the same procedure as before. When they have done this they are to again answer Question 1: "How do you feel, being part of this group?" and record their answers on Sheet A.

Now ask them Question 2: "What would you do in this situation?" Responses to this question should be recorded on Sheet B - Actions.
Remind them that they are still the same group who wrote down their feelings on Sheet A. Would anything on that sheet or any feelings they had then help now?

Again, allow 5 - 10 minutes for this.

REPORTING BACK

Ask each group in turn to report back to the class first on:
1) their feelings, Sheet A.
Then, when every group has reported on Sheet A, on:
2) their actions, Sheet B.

Discussion points might include:
'Feelings'
Positive: wide range of positive feelings experienced by groups before they received 'negative' cards i.e. high self-opinion, sense of worth and value, assumptions about their future and the way they expected others to look at them, taking their rights for granted.

Negative: how these feelings of self worth were changed and why that happened. Feelings of indignation and of not being understood, of being misrepresented and of it not 'being fair'. How negative feelings can arise not only about outsiders but also about others in the group.

'Actions'
Look for both positive and negative responses, creative and destructive. Differences in response between individuals and group responses.

At this point children could guess at their group's identity and they could then compare the actions the groups considered and what this group have done in reality.

SUMMING UP

Ask the children what they think they found out from this exercise: about themselves and their reactions, or about the group itself. Can they see any similarities between their reaction to this minority group and others they know?

The game illustrates the ease and speed with which it is possible to feel alienated from the wider society. Given the numerous possibilities for alienation, it is important to consider the many ways in which Travellers remain productive and active in the wider society as well as in their own.

Gypsies are a distinct ethnic and cultural group, with their own language and traditions. Other groups of people also prefer a lifestyle with no settled home. In Europe these groups are called Travellers and all experience discrimination from the settled majority because their way of life is different. Further work on Travellers should help the children in your class to understand their situation. (See Resources for further reading.)

* C3 are a number of statements by Travellers, they may give you a little more information if you have not got the Minority Rights Group packs, or you could give them to your pupils after they have 'played' the Insight Game, for further discussion.

Save the Children has initiated a number of projects in the UK to work with Traveller communities to ensure that basic rights to shelter (through the provision of adequate sites, with clean water and sewage disposal facilities), health care, access to social services and education are provided for Traveller children. This work extends into working to overcome prejudices in the majority population against Gypsies and Travellers. The fundamental problems in protecting children against the effects of discrimination lie in changing the behaviour and attitudes of people in the majority community.

- C4 is an example of overt racial discrimination in South Africa. It was written in May 1990. It's not immediately obvious that the writer is black, so read the story to your children and discuss afterwards how long it took them to realise this fact. The piece explores the theme of 'closed societies' through a case study of South Africa in the era of the dismantling of the apartheid system. Angella Johnson is a black British journalist who went to South Africa on holiday and experienced continuing forms of racial discrimination, even as laws are being passed to outlaw discriminatory practices on grounds of race. Legally she could eat in restaurants where whites were used to eating, but she was made to feel very unwelcome. Clearly, changing laws is fundamentally important - but that does not automatically lead to changes of attitude, particularly where a powerful group has been long entrenched in its protected and privileged lifestyle.

  You may find it helpful to compare this piece with past descriptions of life in South Africa as in Beverley Naidoo's story for younger children 'Journey to Joburg', which also has a scene on a bus; or through using selections from the book 'The Child is not Dead, Youth Resistance in South Africa 1975 - 1986'.(See Resources).

- While looking at racial discrimination you might also want to look at Nasreen's story, A8, for an example of racial discrimination in the UK.

- C5 suggests the possibilities of more 'open', tolerant societies. Jahje is a Somalian refugee, settling in northern Italy. He feels accepted at school and is adapting to his new lifestyle without feeling threatened by the majority population. This is, of course, one personal example which is not saying that Italy is necessarily any better than any other country at accepting newcomers. Such a study can however open the way to studies of emigration and settlement in other, more familiar societies e.g. by using the book 'Black Settlers in Britain.' (See Resources)

REHABILITATION

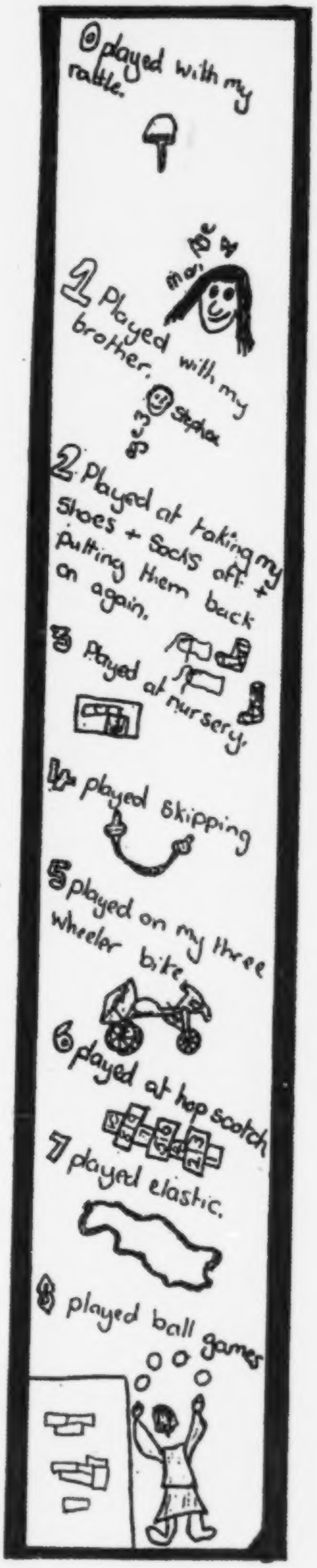
How do you rebuild the damaged confidence and self-image of a child who has been the subject of a racist attack - whether physical or verbal; or of a disabled person who has been prevented from developing his/her full potential; or of a girl who is channelled into a stereotyped role? How do you rehabilitate Nasreen and her family? Sometimes membership of a cultural identity group, or an assertive training course can do something to help the individual come to terms with changes they may have to make in their life. Sometimes many sessions of counselling are needed.

Did the children make any suggestions following the Nevstar/Remsat exercise?

Schools have anti-racist policies and countries have anti-racist, anti-sexist laws, yet, as UK experience shows, this does not necessarily stamp out discrimination in terms of access to accommodation or employment. Affirmative action or positive discrimination is one approach but it can be a two edged sword as it can build up resentment in those who feel they are losing opportunities they may otherwise have had.

Again the long term answer lies in prevention rather than cure and education of the majority group to accept those who are 'different' as part of their society.

My 'Play Line'



0 played with my rattle.

1 Played with my brother.

Stephen

2 Played at taking my shoes + Socks off + putting them back on again.

3 Played at nursery.

4 played Skipping

5 played on my three wheeler bike.

6 played at hop scotch

7 played elastic.

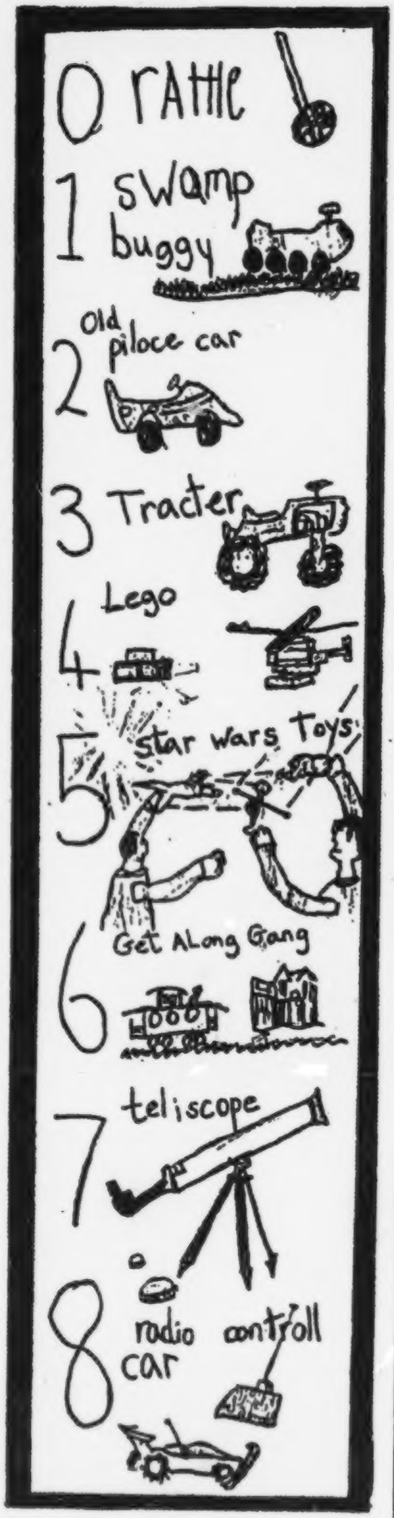
8 played ball games

0

1

2

3



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3 Tracter

4 Lego

5 Star wars Toys

6 Get ALong Gang

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BEST COPY AVAILABLE

INSIGHT GAME CARDS

POSITIVE	NEGATIVE
Our homes are different from other peoples'. They are special and we like them a lot. We like to keep our traditions.	TV programmes and newspapers don't tell the truth about us. They say we are a problem. They don't let us tell our side of the story.
We have many skills. We can turn our hands to many kinds of jobs. Our work has made a big contribution to the country we live in.	Some people treat us badly and call us names. Some-times we get attacked for no reason. Thousands of our people abroad were murdered not many years ago.
Our people have done many brave things in the past. We like to remember our adventures.	We never have running water. Our rubbish is rarely collected.
We are very independent. We like to look after ourselves. We don't owe anything to anybody.	Some doctors will not help us when we are sick. It is hard for us to get social security benefits.
We like getting together to tell stories and sing songs. Enjoying life is very important to us.	People don't want us to live next door to them. Some people will not give us jobs because of who we are.
We try to live close to our families and friends. We take good care of our old people. We love our children.	We can get into trouble with the police and councils for just being where we are.

Travellers' Experiences

People don't mind Gypsies if they look pretty. They like them with horses and wagons, not with trailers, motors and scrap.

You can't put up a sign saying 'No black people" or you'll be done for good and proper. But it's 'No Travellers' or 'No van people' all over. I tell you we're the bottom of the pile, we ain't got nothing.

All the stopping places Travellers have had for years are closed up. All the old commons that we used to stop on when I was a child have got bye-laws on them.

If people know we're Travellers we don't get the job.

Source: SCF/Jenny Matthews

People don't realise that thousands of European Gypsies died in Hitler's Concentration Camps.

It's the sites that are destroying our way of life. These government sites try to make you live differently. Some of the young ones wouldn't know what to do on the roadside. They're not really Gypsies any more.

The worst is what the papers say about us. People panic automatically when we first arrive and too much is written in the papers to frighten people against us.

It's not perfect on here but we've all got our places and some hard standing. It's the ones that are still on the road that need the help.

People are just glad to have a stopping place - you can't live on the roads anymore.

When they're young you hear about Gypsies stealing babies and bringing them up.... It's either that or it's the fiddle playing man with the necktie.... They forget it of course when they're older but it sticks somewhere deep inside.

Our people have had to adapt, we'd have been wiped out years ago otherwise. From tinsmithing, peg making and horse dealing into motordealing, tarmacking, building work, anything that came up.

"Welcome to South Africa"

I boarded a bus and produced the fare for the five minute journey into the centre of Pretoria. The driver's eyes widened in astonishment. "You can't ride on here. We don't carry your kind. You must get off. Do I have to put you off?"

It was the first of many occasions during my visit to South Africa that I was to experience aggressive racial prejudice for attempting to cross the barriers which still divide this colour-coded country. Buses have been desegregated in Johannesburg but Pretoria still has a law which maintains different vehicles for whites and blacks.

"You can try," I said. The passengers shifted in their seats. Most looked embarrassed. No-one spoke or met my eye, except a little girl who whispered excitedly to her mother and giggled.

The driver reluctantly took my fare. But my feeling of triumph was short-lived. On reaching the depot I was marched into the administrator's office. "You know it is illegal to use these buses. They are not for your people. If you do it again you will be arrested. Use your own buses."

I boarded another bus packed with white office workers. The driver refused to take my money, saying "You should know that your kind are not allowed on here." He stormed off the bus when I refused to leave. Within minutes the passengers had been transferred to another bus, leaving me as the sole occupant.

The police were called and I was prevented from getting off by a number of drivers who blocked the exit. "Welcome to South Africa," said the policeman after he had charged me with illegally boarding a bus. A group of white youths cheered as I was bundled into the back of a yellow police van. At the police station I explained that I was a tourist. I was released a couple of hours later.

Jahje's Story - The Human Family

Jahje, aged 13, is never still, he loves running and he is the school champion at table-tennis. His heroes are the athletes of Somalia, the country of his birth, as well as of Italy, the country in which he now lives.

Jahje's father died in an aeroplane crash when Jahje was only a few months old, leaving his wife Haua with three little boys, Quasim, Soleyman and Jahje, and an uncertain future. In due course, Jahje's mother found a new partner, an Italian by whom she had two more children - this time two girls, Margherita and Michelangela. And when Jahje was eight years old the family moved to Italy.

Many migrant children do not share Jahje's good fortune. They are branded failures at school when they struggle with a new language and new customs: they are seen as ineducable when they give up and leave - although it may be the staff and pupils at the school that have put up barriers against the migrant children and pushed them out.

Many such children end up as child labourers, selling cigarettes on the street or working in small, unhygienic workshops for a tiny wage. Why not? they argue. It is better than being insulted at a school where they learn nothing. And their parents agree.

But Jahje was lucky. Within months, he had learned enough Italian to approach the children in his street and at his school - and they accepted him. And the community in which they lived, in the city of Parma, soon became accustomed to the family that had dark-skinned sons and olive-skinned daughters.

Strangers who notice Jahje and his sister side by side, if they judge them only by the colour of their skin, may be surprised and puzzled to learn that they are brother and sister. But clearly, Jahje and his sisters belong to the same world: to the same family. And their happy presence together reminds us that all children belong to the same family, the family of humankind.

Unit D

CHILDREN AND THE LAW

"The State's obligation vis-a-vis children who are arrested or detained. The prohibition of torture, cruel treatment or punishment, capital punishment and life imprisonment." (Article 37)

"A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements should be avoided wherever possible." (Article 40)

The treatment of individuals in our society depends to a large extent on government legislation which lays down what is and is not allowed, and protects the vulnerable from those who are powerful, both economically and physically.

The protection of children firstly depends on comprehensive legislation which protects "the best interests of the child" (Article 3.) Secondly, this legislation needs to be actively implemented. Countries which ratify the Convention should re-examine their laws and legislation which affect children, and modify those which are not in conformity with the Articles of the Convention. Some countries may ratify with reservations on some Articles. This means that they are not prepared to amend their legislation in those areas in order to comply with the Articles of the Convention.

Children are especially vulnerable to the law enforcement agencies and it is generally agreed that they need extra protection to avoid severe miscarriages of justice. Coupled with this is the fact that the younger children are, the less likely they are to be wholly responsible for their actions.

The following activities suggest that whilst the provisions of the Convention are generally observed in the UK and are already incorporated into guidelines followed by the police, breaches of the guidelines may occur, perhaps in extreme circumstances when investigating officers are under undue pressure to bring offenders to justice. Pupils should be encouraged to understand that there are disciplinary procedures available designed to prevent such abuses of power and that evidence gained through 'oppression' is not usually admissible in court.

The subject of young people's rights on arrest is one which police officers are generally very willing to cover as part of their liaison programmes. It is recommended that if the UK situations are discussed in class then a police officer should be present to be able to provide detailed answers to questions as they arise.

There follows a simple resumé of the way the English and Welsh legal system treats young people under the age of 18 years.

In criminal law a juvenile is someone aged between 10 and 16 (inclusive). 10 -13 year olds are called 'children' and 14 - 16 year olds are called 'young persons'.

Under 10 years -	Children are not believed to be responsible for their actions until they reach their 10th birthday. They cannot be prosecuted for committing an offence. (In other industrial countries this lower limit is usually higher. e.g. In Holland the age of criminal responsibility is 14.)

10-14 years	-	Children are judged not to know the difference between right and wrong unless a prosecutor can prove otherwise. Most children in this age group who come up in a juvenile court are given a caution.
14-17 years	-	These young people make up the bulk of young people seen in court and they can be given custodial offences. It is usual for them to be sent to a Young Offender Institution, although some 17 year olds judged to be "unruly" may be sent to an adult prison.

Juveniles are different from adults in criminal law, and the police and the courts have to follow different rules. The police normally have to interview a juvenile at the police station in the presence of his or her parents or another 'responsible adult'. A juvenile court is separate from an adult court and is held in private, as shown in D1.

15 years is the minimum age at which a young person can be placed on remand before sentencing. Remand means that the person has been refused bail before his/her case comes up in court. Bail may be refused for any number of reasons, it may simply be that the person has no fixed address or that it is thought that they may re-offend or threaten witnesses.

A young person on remand may be sent to a Young Offender Institution, or to an adult prison where physical conditions are often appalling and over crowded and where they may be locked up with hardened criminals.

The minimum custodial sentence for boys is 3 weeks, four months for girls; the maximum sentence is 12 months. Young people found guilty of serious offences which are punishable in the case of adults with imprisonment for 14 years or more can be given longer terms of detention, up to the adult maximum.

N.B. The majority of young offenders are male.

* D1 is a picture story showing how a young offender is dealt with under English and Welsh law today. The children could discuss the following questions:

Why couldn't Louise be interviewed by the police before her parents arrived?
Should Louise have asked to see a solicitor?
What sentence do you think Louise should receive? (This could be turned into a drama/role play exercise.)

* D2 shows examples of justice from England in 1788 , in South Africa in 1984, in Turkey in 1989.

Ask the children to think about these stories. What do they tell you about what can happen when young people get into trouble such as this? Make a list of the human rights which you think have been ignored by those who dealt with these young people. These situations could be dramatised with the children playing the parts of the arresting police officer, the child victim, the lawyer trying to get the police to release him and other relevant characters.

* D3 shows more examples of what might be called 'travesties of justice'. By this time your children may be feeling complacent about British justice. This page should help to redress the balance. The 'newspaper cuttings' are based on true stories taken from

British newspapers in recent years. In the case of Tracey's mum, the child's right to appropriate justice extends to the children of adult prisoners. Children often suffer from social stigmatisation because one of their family has offended and also get bleak treatment when prison visiting. Save the Children has been a pioneering organisation in setting up family centres at prisons so that children can play and be cared for while waiting to visit and while adults are visiting. Tracey was 7 when she talked of visiting her mother in Holloway Prison in London. Her story shows the lack of any provision for children at the prison.

- D4 provides a range of commonly-held opinions which the children could discuss and then have to both defend and criticise. Or one statement could be chosen as the subject for a formal debate.

In Unit G of 'The Whole Child' we looked at the right of the child to express an opinion and to have that taken into account in any matter, including judicial and administrative proceedings, which affect the child.

One of the best-documented contraventions of Article 37, the prohibition of torture, cruel treatment, punishment, capital punishment and life imprisonment, is the execution of juveniles in the United States of America. As recently as June 1989 the US Supreme Court ruled that states are free to execute juveniles and the mentally retarded. Although few of those executed in the US are under 18 at the time of execution, they can be executed for a crime they committed while under 18. A noted case in 1990 was the execution of Dalton, Prejean, who shot a state trooper (policeman) when he was 17 (he was 30 at the time of execution) but the jury never heard mitigating evidence that he had a mental age of 13 and that he was sexually and psychologically abused throughout his childhood.

While this issue may not be suitable for discussion with younger children the issue of capital punishment is one which older children usually discuss with fervour. You certainly may wish to go into the issue of crime and punishment with relevance to children. (See D5)

REHABILITATION

Rehabilitation of child offenders is a major facet of these Articles. Their reintegration into society is recognised as being of prime importance if they are not to offend again. Of course, what is a moot point here are the reasons why a child commits a criminal act. Many young offenders may never have felt very integrated into society in the first place which is why they committed an offence against its laws.

* D5 asks the children to 'make the punishment fit the crime'. It can be used as a simple matching exercise or as a basis for further discussion. This activity is designed to encourage the children to consider rehabilitation of offenders instead of mere punishment. Statistics prove that a large number of offenders re-offend and critics complain that prison does not even attempt to rehabilitate those who are alienated from society.

* Children could go on to discuss and consider:
At what age should children be "locked-up" for their crimes or misdemeanours?
What is the point of "locking-up" young people?
Is it punishment or rehabilitation?
Does it in fact deter young people from going on to commit further crimes or are they more likely to have learnt how to be more effective criminals from having being imprisoned with other, often more experienced offenders?
If there are detention centres for young people who have committed crimes what should they be like?
What alternatives could there be to detention centre or prison for a young person?

Scotland locks up more 16 to 20 year-olds than any country in Europe. Voluntary agency initiatives with Strathclyde Regional Council Social Work Department have led to the setting up of an 'Alternative to detention' project in Dumbarton. This aims to extend the range of community-based options available to the Sheriff Court in order to reduce the number of young people sentenced to detention. By showing how community service can reduce the pattern of offending, the project hopes to provide an example which will have wider influence in Scotland and the rest of the UK. Young people attending the project attend groupwork sessions and individual counselling which challenge their offending behaviour. The young people are involved constructively in their own community, for example, through participation in voluntary work with adults with physical disabilities or learning difficulties.

We would like to thank Don Rowe, Director of The Citizenship Foundation, for his assistance with this Unit.

LOUISE'S STORY

...THE GIRL IS OF MEDIUM BUILD WITH LIGHT BROWN HAIR AND IS CARRYING A DISTINCTIVE RED AND YELLOW STRIPED BAG.....

CHRISTMAS EVE IN A CROWDED SHOPPING PRECINCT. SEVERAL STORES HAVE REPORTED THEFTS. THE MANAGER AT KENDALLS HAS REPORTED THAT A YOUNG WOMAN, AGED ABOUT 16, HAS LEFT THE STORE AND IS BELIEVED TO BE CARRYING STOLEN GOODS. THE SECURITY GUARDS ARE WARNED. WPC FISHER IS ALSO IN THE PRECINCT AT THE TIME.

WPC FISHER SPOTS LOUISE JONES WHO ANSWERS THE DESCRIPTION. SHE HAS REASONABLE GROUNDS TO SUSPECT THAT LOUISE MAY HAVE STOLEN ITEMS IN HER BAG. WPC FISHER ASKS TO SEARCH HER BAG. SHE MUST EXPLAIN HER REASONS FOR DOING SO.

IN THE BAG, LOUISE HAS A BOTTLE OF EXPENSIVE PERFUME, TWO PAIRS OF TIGHTS AND SOME BLANK CASSETTES. LOUISE SAYS SHE BOUGHT THEM ALL IN THE SAME SHOP BUT LATER TOOK THEM OUT OF THE BAG TO LOOK AT THEM. THE RECEIPT WAS IN A BAG WHICH SHE THREW AWAY.

LOUISE IS ARRESTED AND CAUTIONED BY WPC FISHER WHO INFORMS HER THAT SHE DOES NOT HAVE TO SAY ANYTHING BUT THAT WHAT SHE DOES SAY MAY BE USED IN EVIDENCE. LOUISE IS TAKEN TO THE STATION. IF SHE WERE NOT UNDER ARREST SHE WOULD NOT HAVE TO GO WITH THE OFFICER.

THE POLICE PHONE LOUISE'S PARENTS STRAIGHTAWAY. IF HER PARENTS CANNOT COME, THE POLICE TRY TO CONTACT ANOTHER ADULT LIKE A TEACHER OR A SOCIAL WORKER.

IT HAS ALWAYS BEEN FELT THAT POLICE OFFICERS MUST HAVE A CODE OF CONDUCT BY WHICH TO OPERATE. THIS BOTH PROTECTS THE PUBLIC AND PROTECTS THE OFFICER. BECAUSE THEY ARE YOUNG, JUVENILES NEED TO BE PARTICULARLY PROTECTED IN CERTAIN WAYS. THE FOLLOWING PAGES LOOK AT GUIDELINES LAID DOWN IN THE POLICE AND CRIMINAL EVIDENCE ACT 1984.

A CHECK IS MADE TO SEE WHETHER LOUISE HAS A CRIMINAL RECORD. SHE HAS ALREADY RECEIVED TWO CAUTIONS FOR SHOPLIFTING.

YOUNG PEOPLE SHOULD ALWAYS HAVE AN ADULT PRESENT WHEN BEING INTERVIEWED, EXCEPT IN VERY SERIOUS CASES.

WHEN LOUISE'S PARENTS ARRIVE, SHE IS TOLD OF HER LEGAL RIGHTS. SHE HAS THE RIGHT TO FREE LEGAL ADVICE FROM A SOLICITOR. THIS MAY BE HER OWN SOLICITOR OR THE DUTY SOLICITOR, ONE WHO IS ON CALL DAY AND NIGHT.

DURING THE INTERVIEW, LOUISE ADMITS TAKING THE GOODS. EVERYTHING SAID DURING THE INTERVIEW IS TAPE-RECORDED.

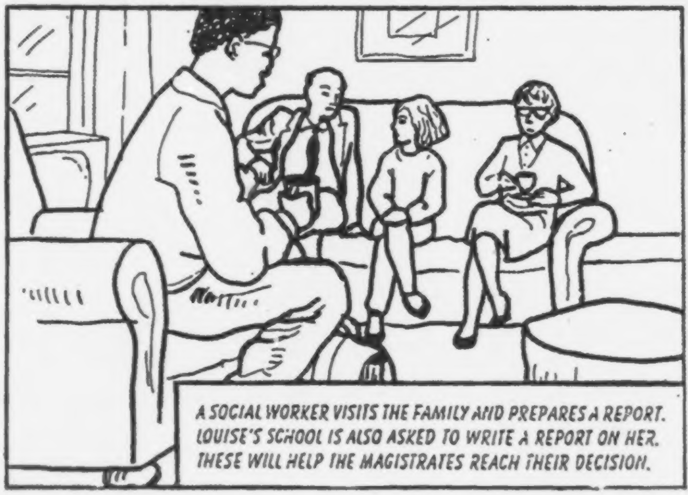
LOUISE HAS BEEN CHARGED WITH THEFT AND IS RELEASED ON BAIL. LATER THE POLICE DECIDE TO RECOMMEND THAT SHE SHOULD BE PROSECUTED.

LOUISE APPEARS IN COURT AND IS REPRESENTED BY A SOLICITOR WHO MAY BE PAID THROUGH THE LEGAL AID SCHEME.

THE PROSECUTING SOLICITOR TELLS THE MAGISTRATES ABOUT THE CASE AND GIVES DETAILS OF LOUISE'S CRIMINAL RECORD. LOUISE'S SOLICITOR GIVES REASONS WHY THE MAGISTRATES SHOULD LOOK SYMPATHETICALLY ON HER CASE.

THE MAGISTRATES GO OUT TO ANOTHER ROOM TO CONSIDER THE CASE. THEY ARE NOT LAWYERS, SO THEY CAN TAKE LEGAL ADVICE FROM THE CLERK OF THE COURT IF THEY NEED IT.

THE THREE MAGISTRATES (THERE MUST BE AT LEAST ONE WOMAN AND ONE MAN) DECIDE TO ASK FOR A SOCIAL ENQUIRY REPORT BEFORE PASSING SENTENCE.



A SOCIAL WORKER VISITS THE FAMILY AND PREPARES A REPORT. LOUISE'S SCHOOL IS ALSO ASKED TO WRITE A REPORT ON HER. THESE WILL HELP THE MAGISTRATES REACH THEIR DECISION.

- WHY COULDN'T LOUISE BE INTERVIEWED BY THE POLICE BEFORE HER PARENTS ARRIVED?
- SHOULD LOUISE HAVE ASKED FOR A SOLICITOR?
- WHAT SENTENCE DO YOU THINK LOUISE SHOULD RECEIVE?

JUSTICE FOR JUVENILES?

England, 1788

John Hudson, aged 9, was amongst the first convicts to be sent to Australia. He had been sentenced at the Old Bailey, to 7 years transportation, for theft of a loaf of bread.

South Africa, 1984

Isaac Raboyame, aged 12, was on his way to play with a friend in the township where he lived when he found himself suddenly in the middle of a crowd being charged by riot police. People were running away in all directions and Isaac was grabbed and bundled into the back of a pick-up van. He was hit on the back of the head by a rifle butt. He was held for three weeks before his release was ordered by a court and a lawyer took him home. The rioting had been carried out mostly by young blacks who claimed they were not getting as good an education as white children.

Turkey, 1990

Merih Calayoglu, a 15 year old Turkish school boy, is on trial in Turkey because he drew the hammer and sickle, the symbol of communism, on his desk. Communism is banned under Turkish law. Merih is at present undergoing examination in a mental hospital in Istanbul where his mother is not being allowed to see him.

Mrs. Calayoglu says that the head teacher, who caught Merih drawing on his desk, made Merih sign a confession before turning him over to the police. He was then tortured in a local jail. "My son was kept in a cell without food and water. Then he was given electric shocks and the 'Palestinian coathanger', a form of torture where the victim is hoisted into the air by the rope that binds his hands."

After three weeks Merih was released but he was then sent to the hospital for examination, where he has tried to commit suicide.

Merih was brought up in West Berlin and only recently returned to Turkey with his mother. His mother said, "He did not realise that things are not so free here. He was ready to rub the words off his desk."

THE DAILY SHOUT

Your daily informer

YOUNG OFFENDERS LOCKED UP ALL DAY

Boys aged 14 and 15 being held at a purpose-built youth custody centre are locked in cells for 23 hours a day at weekends and all evening during weekdays. A spokesman for the Board of Visitors said today that compulsory education was frequently cancelled as were other programmes of activity. "Boys at Youth Custody Centres are supposed to be being prepared for re-entry into society with the allocation of a Personal Prison Officer to each boy; this is not happening," he said.

SUICIDE ATTEMPTS ON THE INCREASE

The lack of separate accommodation for young offenders in in Youth Custody Centres means that weaker inmates suffer from bullying and victimisation. They are afraid to identify the bullies from fear of further bullying so they live in fear and misery. It has been reported that as a result the level of suicides and suicide attempts amongst young men on remand is disturbingly high.

CHILDREN SUFFER TOO

Tracey is 7 years old and she's unhappy. Tracey's mum has been sent to prison. Tracey told our reporter, "It's a long way to go and see my mum. I didn't know my mum was in a prison until people called me names at school. I thought she was in a special hospital and couldn't come home. I hate it in that place and sometimes I get mad with my mum when I'm there for being so bad and not being there when I miss her so much. My mum's not really bad. She's nice to me and cries when I have to go. We only get half an hour.

"There's nothing to play with there and everybody just sits and looks at everybody else. I think it makes my Nan sad too and she gets cross with me. She doesn't talk to anyone about it. She just goes quiet and looks out the window all the way home on the train."

BABY BEHIND BARS

GIRL 16 FACES CHILDBIRTH IN PRISON

Shirley is 16 years old and is expecting a baby in 2 months. She has just been sentenced to two years' imprisonment.

Her crime? When she was 15 she was at a nightclub with two men, aged 18 and 20. They told her to invite a very drunk, middle-aged man to go outside with her. When she got him outside the two men attacked him and robbed him of £30. Shirley told the police that she had kicked the man but in court said this was not true. She did not take any of the £30.

In Anytown Crown Court today, Shirley was found guilty of robbery. Social workers said it was her first offence and recommended probation and community service. But the judge, Mr Justice Wobbly, sentenced her to two years custody - the maximum sentence for a juvenile is 12 months except for the gravest offences, which the judge obviously thought this was. The judge also refused to take into consideration the 3 months Shirley had spent in custody while awaiting trial. Under the terms of the sentence Shirley will not be allowed remission or parole so she will probably serve the full 24 months. This will mean that she will serve longer than the men who manipulated her; their 30 month sentences will reduce to 20 months after remission.

Shirley's baby will be born behind bars in a women's prison which has a mother and baby unit. Her baby can stay with her there until it is 9 months. If Shirley is well-behaved she could be transferred to an open prison where babies are allowed to stay with their mothers until the age of 18 months. However, Shirley will still have over 4 months of her sentence to go when her baby is 18 months old. It will then be separated from her and taken into care.

Campaigning groups and lawyers are preparing an appeal.

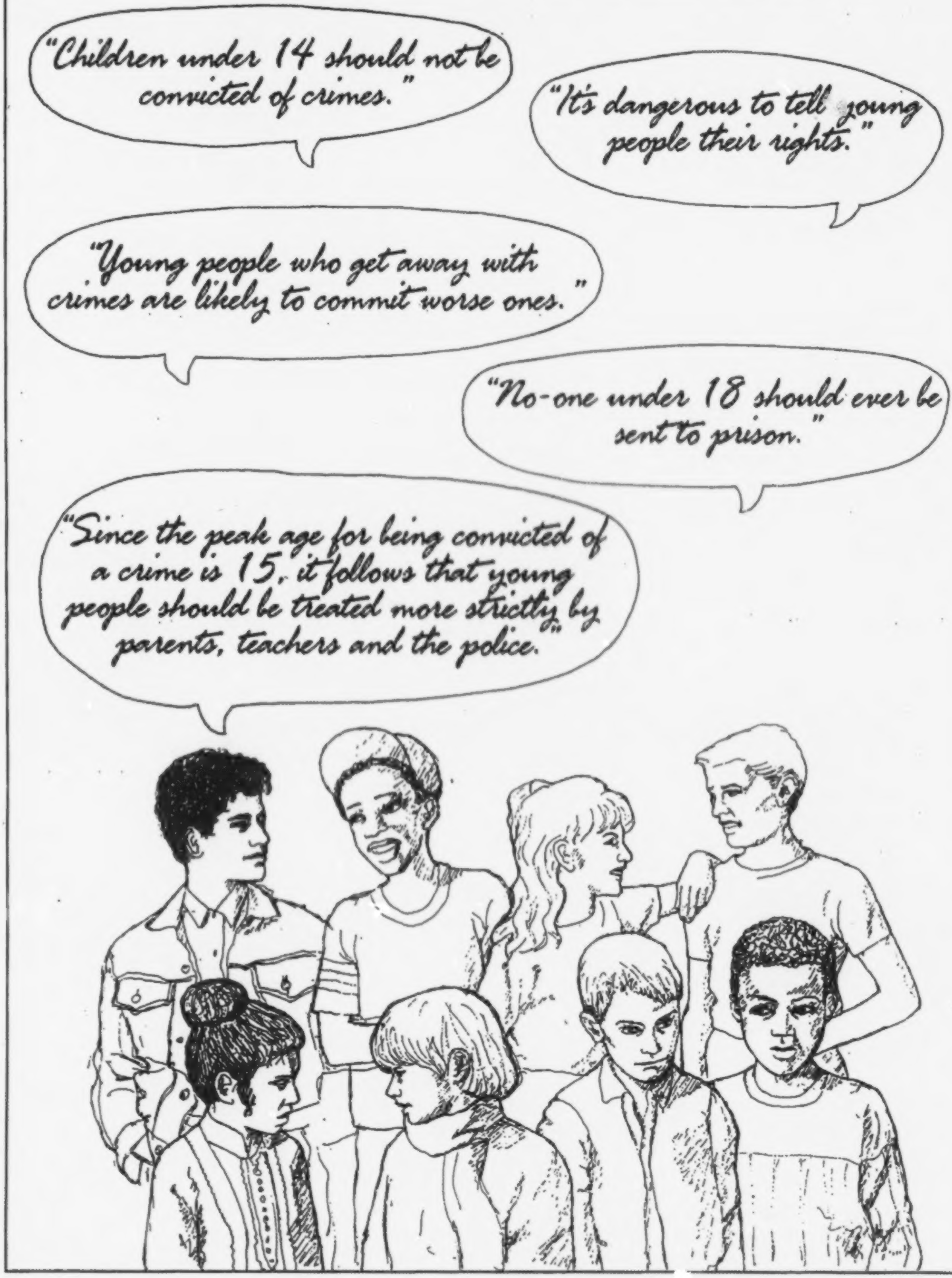
13 YR-OLD CHARGED WITH MURDER

Jason Hill, aged 13 was released during his trial for murder when the judge, Mr Justice Haystack, ruled that his confession was obtained in such a way that it could not be trusted. Jason had spent 15 months in jail.

Jason, who was arrested following the brutal murder of a police officer in a riot in the housing estate where he lives in October 1985, was taken to a police station and forced to sit in his underpants and a blanket for hours whilst being questioned by the police. His parents were not told where he was and he was not allowed to see them or any other adult during that time. He was not told he had the right to remain silent, which is the legal right of anyone accused of committing a crime.

After hours of questioning, the young man, terrified that he might never be let out, began to make up the kind of stories he thought the police were looking for. A court later decided that these stories had been "fantasy" and completely unreliable. As part of these stories Jason admitted to being involved in the murder of the constable. The trial judge understood that the police were angry at the murder of their friend and colleague but said that their investigation had been "burdensome, harsh, wrongful and unjust". Later, the Police Complaints Authority reprimanded the officer responsible for the investigation.

CHILDREN AND THE LAW


"Children under 14 should not be convicted of crimes."
"It's dangerous to tell young people their rights."
"Young people who get away with crimes are likely to commit worse ones."
"No-one under 18 should ever be sent to prison."
"Since the peak age for being convicted of a crime is 15, it follows that young people should be treated more strictly by parents, teachers and the police."

Does the punishment fit the crime?

Match up the crimes on the left hand side of the page with what you think to be the most suitable punishment from the right hand side.

Write your answers in the grid provided.

Crimes	Punishment
1. Painting graffiti on bus shelters.	A. 150 hours' work in a public library.
2. Using threatening behaviour towards an old lady.	B. A week spent painting an old folks home.
3. Being rowdy and getting into a fight.	C. 100 hours' voluntary work in an old peoples' home.
4. Vandalising public places.	D. Doing the shopping once a week for a house-bound person.
5. Stealing sweets from Woolworths.	E. 50 hours cleaning public buildings.
6. Glue sniffing.	F. 200 hours voluntary work in a local hospital.

1	2	3	4	5	6

Did you notice that prison is not listed here as a punishment?

Do you think that prison would be a better punishment for some of these offences?

Unit E

ARMED CONFLICT

"The principle that no child under 15 take a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care." (Article 38)

Note: This article is the only one which alters the underlying principle that a child is 'every human being below the age of 18 years' (Article 1) to 'no child under 15'.

This unit considers both the general effects of war and civil disturbances on children and family life, and specific instances of children taking a direct part in armed conflicts. This may be beyond the immediate experiences of most pupils in schools in the UK, but the introductory exercises may show that warlike values are closely ingrained in the culture they are growing up in, through the media of comics and television programmes.

- E1 is a montage of drawings taken from popular children's comics. You could ask children to bring in other examples and make a collage. Also discuss the effect such images have on children and what views they form of violence, war and killing. Do they think their views are realistic?

- Make a collection of pictures of toys from catalogues and magazines, or you may prefer to make a collection of real toys, and separate them into those which encourage aggressive behaviour and those which do not. Talk about competitive and cooperative games, winning and losing.

- Children could carry out interviews with grandparents or other elderly member of the community who were children during World War II. Collect experiences of bombing raids, being evacuated, bomb shelters, etc.

- E2 is two testimonies from children who have been born and grown up in war-torn Lebanon. These moving personal statements present two different reactions to the war which has shaped their lives and that of their families. The civil war in Lebanon has raged since 1975. Since then almost 90,000 people have been killed. Several groups in Lebanon use children and youths as soldiers. Children are also used for acts of sabotage.

- E3 is an account of two boys who became part of the guerilla army during the Ugandan civil war. During the 1980s there were numerous accounts of children being used in the battlefield, either as fighting members or, as in the Iran-Iraq war, boys were enlisted not only as soldiers but as human mine detectors.

- E4 is from the story 'Across the Barricades' by Joan Lingard, which is about young people caught up in the conflict in Belfast. In this extract, the Protestant girl, Sadie, is concerned about what happens to the Catholic girl, Brede. It serves as a positive example of how the friendship between two girls surmounts the wider conflict.

- E5 is a page of quotes from people about war. They vary in opinion about the purpose of war and their own attitudes towards it. These quotes could be used to stimulate discussion.

- Make a collection of promotional literature from your local armed forces recruitment offices and discuss the implications of their effect upon young people.

- E6 is a cartoon about 'Conflict'. Children could discuss its message and make up their own posters with similar messages, or write poems about conflict and cooperation.

REHABILITATION

Heads of State, or their opposers, often perceive war as a quick solution to either an internal or external problem. However, it is much easier to start a war than to finish one and in the meantime thousands or millions of innocent people suffer. In most of the conflicts which have taken place since the Second World War more civilians have died or been injured than soldiers. And how do you rehabilitate children like Hanadi or Bilal in Lebanon, or Peter in Uganda? The damage to them, so far, is emotional and psychological. Will they be able to grow up and lead useful lives in a community? Will they learn to relate to others without prejudice and fear?

In the Lebanon a UNICEF initiative, Education for Peace, brings thousands of young people of all cultures and religions together in summer camps to experience a programme of positive learning. Children learn how it would be to live in peace with each other. They learn to debate issues, to accept differences, to respect freedom and to realise what interdependence means. Let us hope that Hanadi and Bilal are amongst the young people trained as facilitators for these summer camps.

In Mozambique and Angola children have been caught up in conflict for years but now there is work being done to help rehabilitate not only children suffering from physical injuries but also those emotionally traumatised by the sights they have seen and suffered. In an emotionally secure environment children are encouraged to express and share the horrors of their experience through play, drama and drawing, thus coming to a catharsis.

- E7 is a collection of pictures drawn by children from Uganda. Many of them saw horrific scenes of death and injury - often to their own families - and these drawings show some of the horror.

Source: UNICEF / J. Schytte

Save the Children works to reconcile families separated by conflict. This is an account of how a 12 year old girl was reunited with her family.

Antonieta was 12 years old when her village in Mozambique was attacked by rebel soldiers. She was separated from her mother and captured. A year later she was freed by government soldiers and brought to the orphanage in Maputo, the capital. Antonieta was malnourished, anaemic and completely withdrawn.

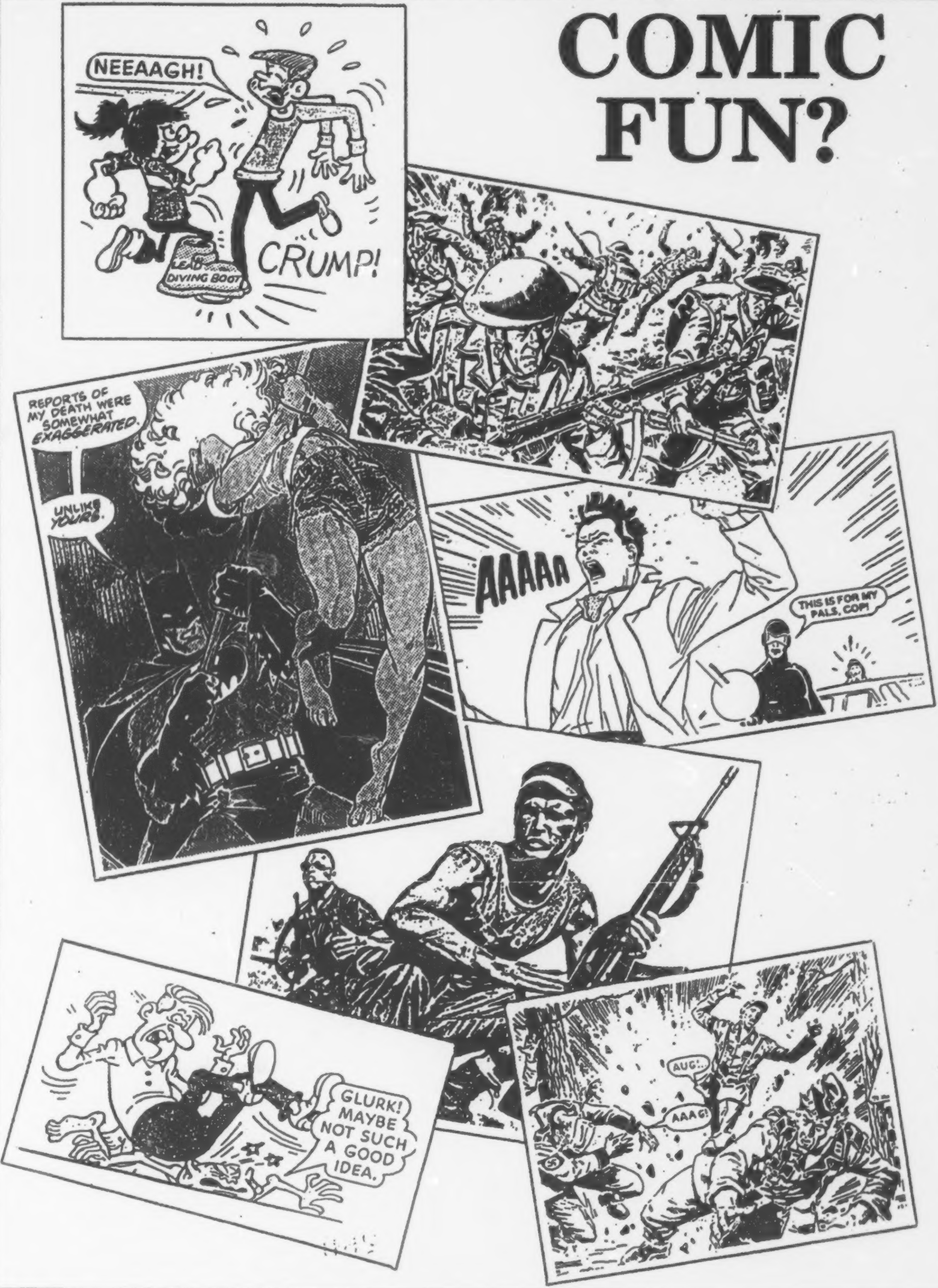
When Antonieta was taken to the orphanage in her home province she relaxed a little and started speaking in her own language, Matswa. Radio appeals were made for her family to come forward. An elderly man arrived saying he was her uncle. He had been delegated by a family meeting to make the long journey to the provincial capital to fetch her home.

It was obvious the two were related. They were both laughing and crying at the same time. Next day she was taken home by social welfare staff. They continued to visit and supervise the family. They discovered that Antonieta had been mentally handicapped from birth. She had always had difficulty in speaking and the experiences of war had blocked her completely. Once back with her own family Antonieta started to make a full recovery and she is now living happily with them. Although they are poor and the area is still affected by war, this was the best solution for Antonieta.

Source: SCF/Jenny Matthews

260

COMIC FUN?


NEEAAGH!
LEAD DIVING BOOT
CRUMP!
REPORTS OF MY DEATH WERE SOMEWHAT EXAGGERATED.
UNLIKE YOURS.
AAAAA
THIS IS FOR MY PALS, COP!
GLURK! MAYBE NOT SUCH A GOOD IDEA.
AUG!..
AAAG!

All the birds have gone

The war makes me sad because everything has been destroyed. My elder brother is dead and I find my mother crying every time I come home from school. I hate the war because it makes my mother cry so much. Sometimes I dream that I wear my best clothes and visit all the villages and cities. At my school in Ba'albek they told me how beautiful all those places are. But I am not allowed to go because it is too dangerous. It strikes me that all the birds have all gone from Lebanon. They could not stand the noise of the war any longer. The war has destroyed all the beauty of Lebanon. Even the Spring is sad here. There is no electricity so we sit by candlelight. No-one sings anymore. All we hear is the booming of guns. Often, I cannot even get to school because of all the shooting. In the evening when we are together at home, all we talk about is the war. I was born in the war and war is all around me. Grown-up people are so stupid. When I ask why they fight they do not answer me. I wish they would throw their weapons into the sea and that we could all sing songs together. That would be much nicer. I would like to see the people in the streets smiling. We need peace so badly. Bilal Amhaz age 12.

My patience is at an end: peace now!

Since the moment I was born I have suffered from the war. War is so bad, something so terrible, I don't believe that the children in Western countries are able to understand that. The war took away my dearest relatives, everything I loved. Our family was chased from our village and I became a resentful person with a heart full of hatred. In our house we often hear the roar of guns and shelling which makes me pray loudly: God, why did you place me in a community where people don't love but hate each other? Usually the only answer is the uproar of more bombing. When it comes nearer my father jumps out of bed and then we run to the shelter, where there is no light and no water and where we sometimes sit crowded together for hours on end. My little brother often cries because he is hungry. When he does my father, risking his life, goes up the stairs to fetch him a glass of water. This has been our life for many years already. Now, weakened by hunger and misery, people are even beginning to steal from their own neighbours. My patience is nearly at an end: I want peace, now, immediately! Hanadi Hashim age 13.

BOY SOLDIERS IN UGANDA

During the civil war in Uganda many civilians were killed and children left as orphans. Some of these children joined the guerillas. This is the story of two child soldiers in 1985.

Peter is a solemn, wary child who claims to be 13 but looks like an undersized 8 or 9 year old. He does not smile. He does not talk. The guerillas are his family. He knows no other. He has been with them for three years or so. Adult guerillas know where they come from and where their families are but Peter's knowledge of his birthplace is vague. Even when the guerilla war finishes he probably will not be able to find his relatives again. He will find it difficult to fit into normal life.

Here he is one of the guerillas; he is a 'good shooter' according to his fellow guerillas. He treats his automatic rifle as part of his body. He has had no childhood, no family life, he has never been to school. He has never tilled the soil or herded animals. All he knows is bush fighting, hiding and wandering. How will he fit into a life of peace?

Source: UNICEF

John, on the other hand, is cheerful and confident. He is fully uniformed and armed. He is 15 and has been with the guerillas for three years. He reached primary five in school and speaks good English. When his parents, sister and brother were killed, he and an older brother joined the guerillas. He talks with pride of his role and of the guerilla aims. When the fighting is finished he wants to continue with his education. He knows where he came from and can return to his homeland when the present troubles are settled.

Nonetheless, the guerillas are his family. They are his brothers and comrades. But he is able to imagine other worlds. He has benefited from the discipline and dedication of the guerilla army. He does not beg or steal. He could become a good citizen. But his experience is not one of peace, and it will need more than a place in school for him to adapt his skills and experience for a peaceful life.

ACROSS THE BARRICADES

Catholic and Protestant faced one another, with only a strip of road separating them. For a moment there was silence. They could hear the hum of the city traffic in the distance, but they were only concerned with what was going to happen here in this street.

The moment of quiet passed. Now the voices were raised, soft and taunting to begin with.

No one knew who threw the first stone. One seemed to come from each side simultaneously.

It was as if a whistle had been blown. Suddenly, children appeared from every direction; they came swarming out of side streets, yelling, cheering, booing. Their hands scoured the ground for any ammunition they could find, large stones, small ones, pieces of wood, half bricks. They advanced onto the road. The gap between the two sides narrowed.

Sadie was in the front line. Her face glowed, and her heart thudded with excitement. She felt as though a fever possessed her. And then for a second she paused, a yell trapped at the back of her throat. She had seen Brede's face. Brede stood behind the Catholics, not shouting or throwing, just standing.

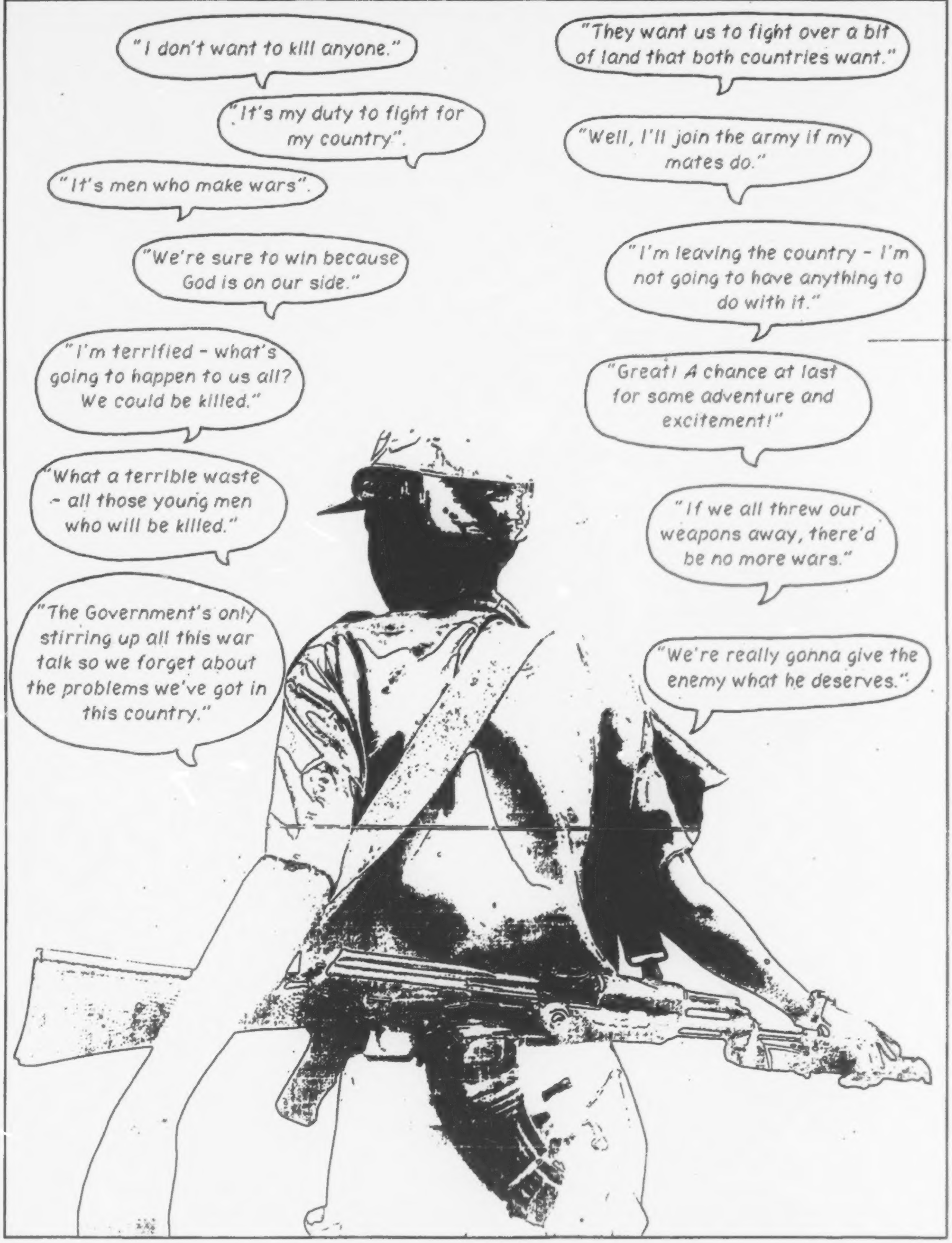
At that moment a brick flew high over the heads of the crowd. Sadie saw Brede duck. But she was too late; the brick caught her full on the side of the head. Brede went down and disappeared amongst the swirling bodies of the Catholics.

"Brede!" roared Sadie.

Brede was hurt......why Brede? Inside Sadie felt cold. There was no fever now, no excitement only a desperate need to get across and find out what had happened to the fallen girl. With another roar Sadie surged forward.

"Come back, Sadie," someone yelled behind her. "They'll murder you."

WHAT DO YOU THINK ABOUT WAR?


"I don't want to kill anyone."
"It's my duty to fight for my country".
"It's men who make wars".
"We're sure to win because God is on our side."
"I'm terrified - what's going to happen to us all? We could be killed."
"What a terrible waste - all those young men who will be killed."
"The Government's only stirring up all this war talk so we forget about the problems we've got in this country."
"They want us to fight over a bit of land that both countries want."
"Well, I'll join the army if my mates do."
"I'm leaving the country - I'm not going to have anything to do with it."
"Great! A chance at last for some adventure and excitement!"
"If we all threw our weapons away, there'd be no more wars."
"We're really gonna give the enemy what he deserves."

265

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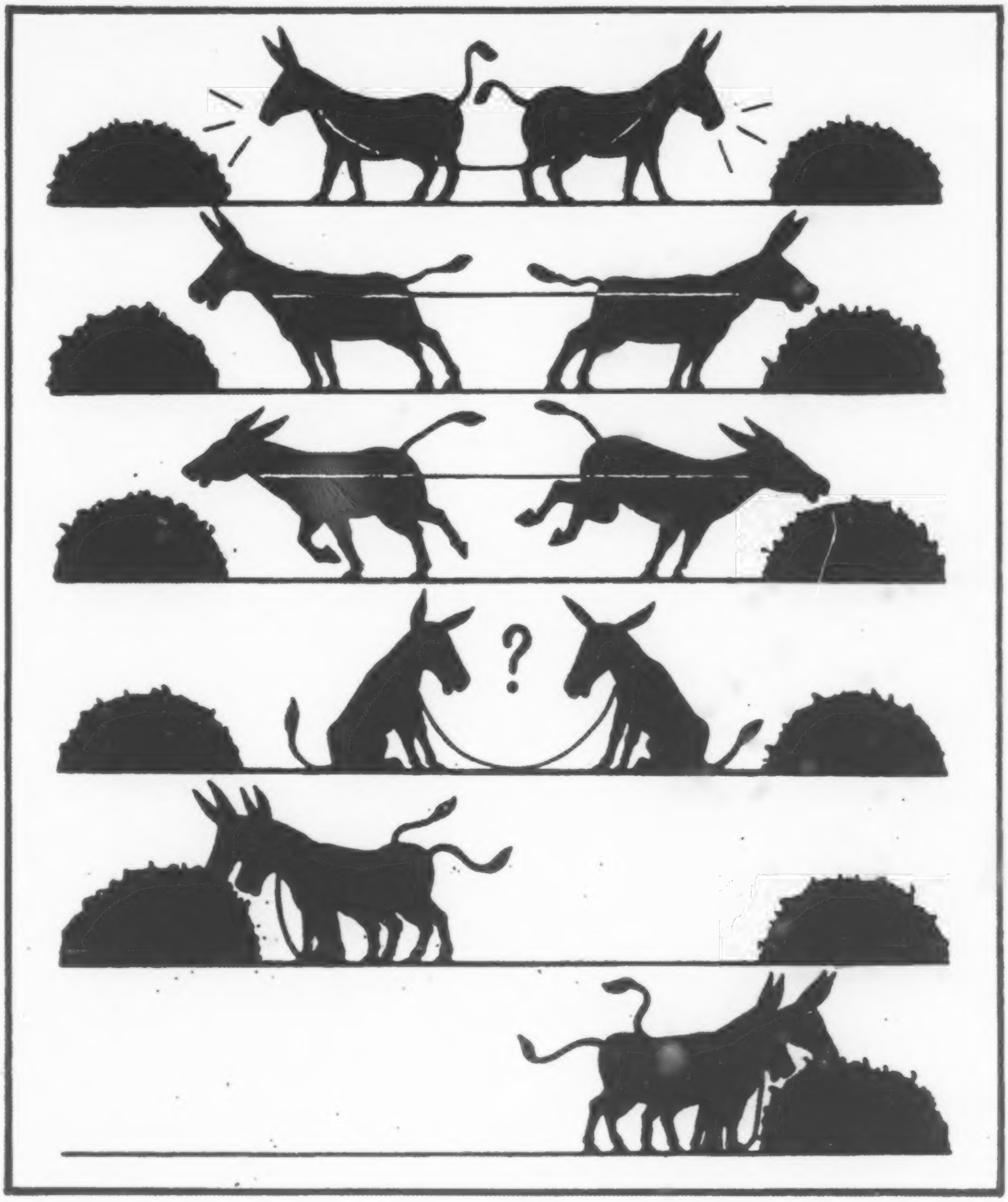
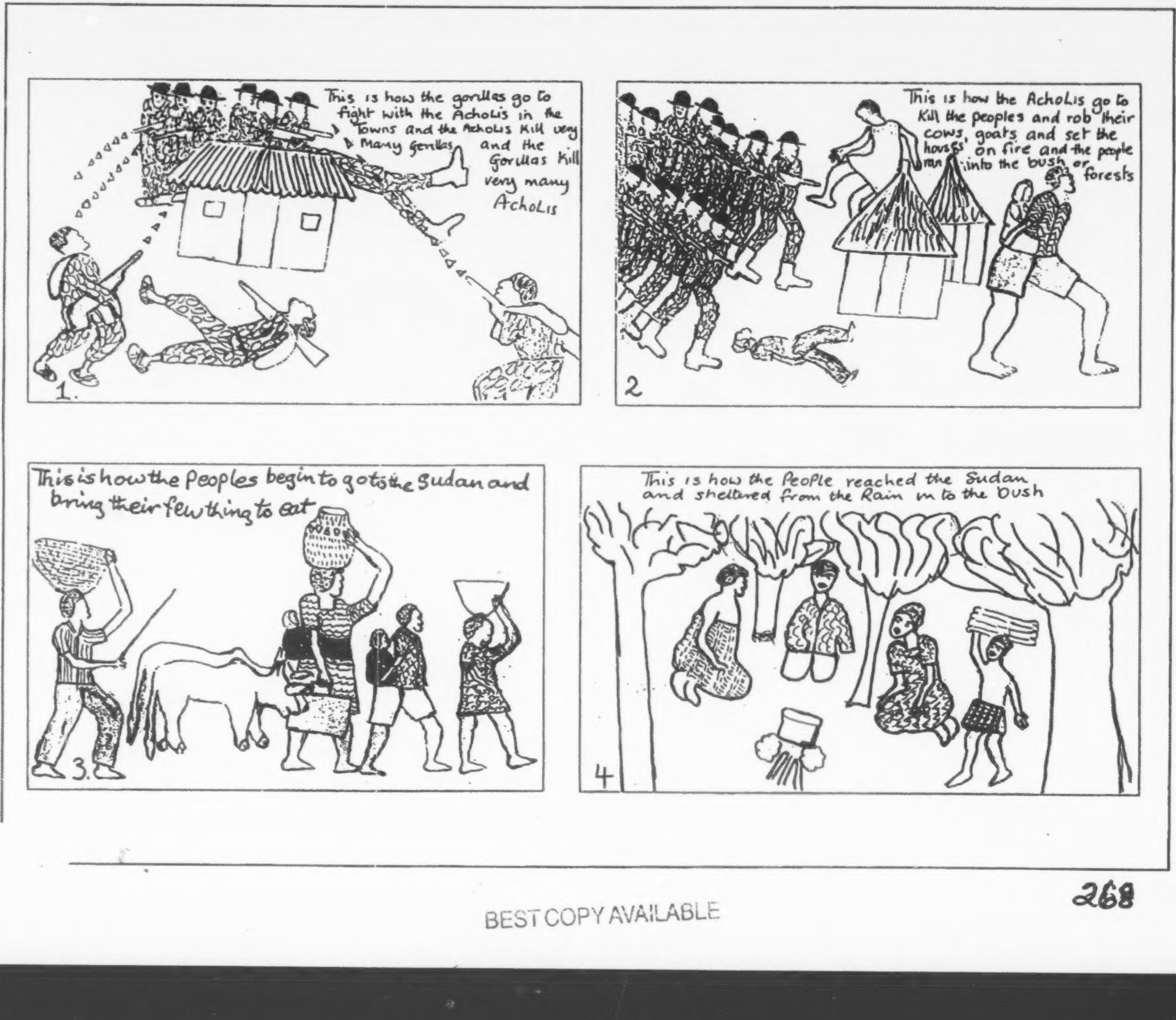
CO-OPERATION



IS BETTER THAN CONFLICT


This is how the gorillas go to fight with the Acholis in the Towns and the Acholis Kill very Many Gorillas and the Gorillas Kill very many Acholis
1.
This is how the Acholis go to Kill the peoples and rob their cows, goats and set the houses on fire and the people ran into the bush or forests
2
This is how the Peoples begin to go to the Sudan and bring their few thing to eat
3.
This is how the People reached the Sudan and sheltered from the Rain in to the bush
4

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Unit F:

REFUGEES

"Special protection to be granted to children who are refugees or are seeking refugee status, and the State's obligation to cooperate with competent organisations providing such protection and assistance." (Article 22)

As you can read in the case-stories in F2, there are many people in different parts of the world who have left their homes because life has become impossible because they are afraid of being persecuted for who they are or what they believe. They become refugees when this fear forces them to leave their country and find refuge in another. When the situation in their home country improves and they no longer have reason to be afraid they can return home, like Emiliano did. Others, who are not able to go home often stay in a nearby country, as have Mohamed and Reza. For others who can neither go home nor stay nearby another solution must be found; they need to be resettled, as was Manichanh.

You might like to start this work by asking children to discuss the following:

- what it means to be afraid and the things they fear and why;
- the concepts of safety/security (since that is what refugees are looking for);
- rights: what is 'fair' (since one reason why people become refugees is that the conditions they live in have become unacceptable);
- escape, running away, leaving home;
- being a newcomer or a stranger.

* Pick a set of key words; e.g. refugee, exile, fugitive, runaway, escape, safety, refuge, haven, and explore the children's understanding of these words.

* A number of simple simulations or games such as 'Islands' or 'Musical Hoops' can help to explore the children's ideas about safety.

'Islands' consists of laying out large PE mats or similar around the school hall or playground. Explain that the mats are the safe 'islands' and the rest of the floor space is dangerous water. Start with one child as the 'catcher'. The catcher only moves in the 'water'. The aim for the other children is to move round the hall, avoiding being caught by the catcher, which they can do by jumping to safety on one of the 'islands'. Anyone who is caught turns into a catcher, so the 'water' becomes more and more dangerous. The game ends after a few minutes when everyone is caught, or the last one or two children are trapped and can't get off their island. The talkback is very basic, but very important. What was it like being able to get to safety? What was it like when you couldn't? etc.

'Musical Hoops' is similar in that it explores the experience of cooperating and helping others to safety. You need a good floor space, a supply of hoops and a piano or something for making music. Count out one hoop for every two children in the group, and space the hoops out on the floor. Explain that these are safe areas. The children must move round the floor, keeping off the hoops, while the music plays, but as soon as the music stops they must step into a hoop, with at least one foot. Anyone left out is 'dead'. Every time the music stops you take away one or more of the hoops. The children have to 'save' as many of themselves as possible. Go on till there is only one hoop left.

Talkback - what was it like as it become more and more difficult to get into a hoop? Who did you help to get into a hoop? Who helped you? How did you help each other? What was good about the game? What was bad?

* Ask each child to come into school with a plastic carrier bag containing all the things they would take if they suddenly had to leave home and they didn't know where they were going to, or for how long. They are only allowed one bag each. When they all arrive arrange for them to work in pairs. Each child explains to the other what they have brought and why. The other child is to cross-question and criticise. Follow by general discussion.

You might like to continue with the simulation by asking all the children to report to a 'check-in desk'. Have five desks with people asking questions in a language the children can't understand; or invent a sudden need and see who has brought anything which will be useful e.g. a) we need to boil a kettle; b) we need to walk to the Motorway where there is going to be a coach waiting for us; c) someone isn't feeling well; d) several of us are cold and wet......)

Introduce the idea of 'leaving home' - how many have changed home? What was the journey like? What would be most important to take with them if they had to leave home now?

* F1 is a series of drawings by an 11 year-old UK boy, who was told the story of Hai, who came from Viet Nam as a refugee when he was 11 years old. Viet Nam was at war at that time and Hai's father was worried that Hai would eventually have to join the army.

The pictures show the dangers of crossing to Hong Kong in a small boat because of bad weather and the risk of being attacked by gunboats. After two years in a refugee camp, Hai was flown to England by the people from the Ockenden project. He told his story when he was 18 and preparing for A level exams.

Give each group the pictures of Hai's story cut up so that they come in random order. Groups arrange the pictures in the best order to work out what they think happened to Hai during his journey. They imagine missing sections between the frames to make a complete account of what he experienced and felt. Each group then narrates its version of Hai's story, so that a class version may be built up.

In its refugee resettlement programme in the United Kingdom, Save the Children makes every attempt to reunite unaccompanied refugee children with their families. When that is not possible, young refugees are cared for in a children's home. Teenagers are then transferred to a family house as a move towards independence. The resettlement and aftercare team give assistance with housing, social security benefits, education and employment.

* F2 is a collection of four short stories of children who are, or were, refugees. Each story is different in the reasons for the children becoming refugees and what happened to them. You could also include the story of the Tilkidagi family in 'It's Our Right' in this work on refugees.

These stories can be used in several ways. You might like to do this exercise just using the photos first, as an exercise in looking closely at photos. Copy or show the photos covering up the text. Ask your pupils to describe the children in the photos and their surroundings. Then tell them that these children all have something in common, what do they think it is? When the fact that they are all, or have been, refugees has been conveyed they could then talk about their usual image of a refugee and how these pictures confirm or contradict these preconceptions.

Children could then go on to read the four accounts and discuss their similarities and differences.

Besides comparing the stories there are plenty of other related activities in which children could take part e.g. children could role play the different stories and tell them in the first person.

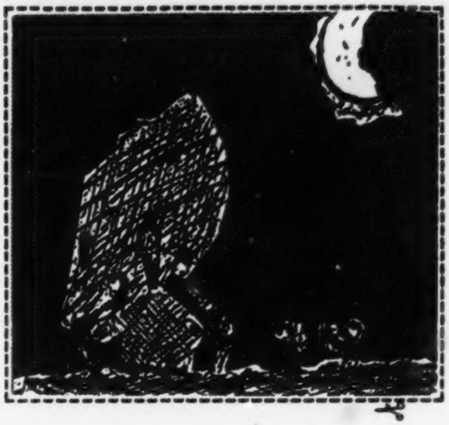
* Find the countries referred to in the stories and mark the different children's journeys in different colours on a world map (there is one on the inside back cover of this book for you to photocopy).

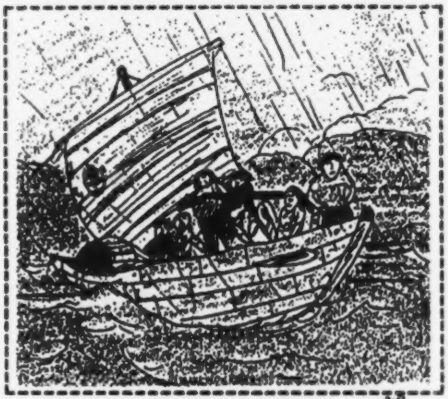
* Children could also try to imagine what it is like to move to another country where they do not understand the language. Of course, for some children in your class, this may be their actual experience - maybe they could try to describe their feelings about the difficulties and frustrations of trying to communicate.

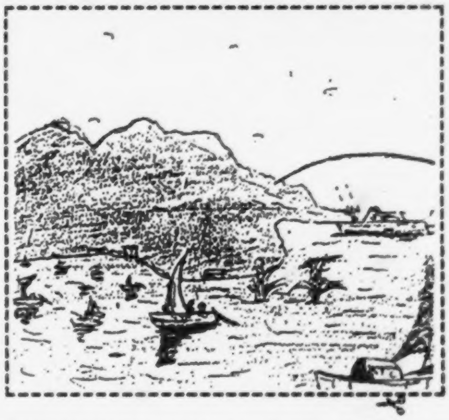
These stories were taken from 'Refugee Children Around the World - Could this be You?' with kind permission of UNHCR (United Nations High Commission for Refugees). The full colour story book and a Teachers' Kit are available free of charge (at time of going to print). See page 76 for address.

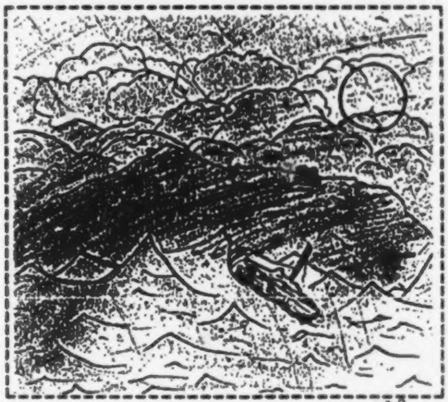
REHABILITATION

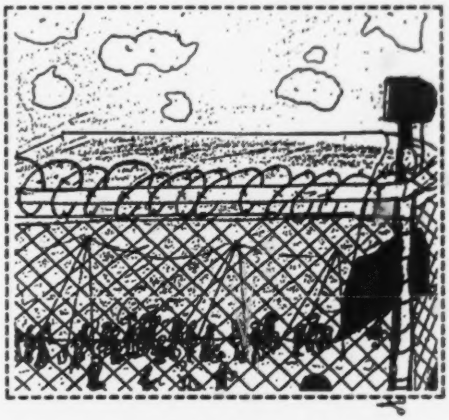
Some of these stories also show a degree of rehabilitation for some of the children i.e. Emiliano and Manichanh. To these stories you could also add that of Jahje, C4.

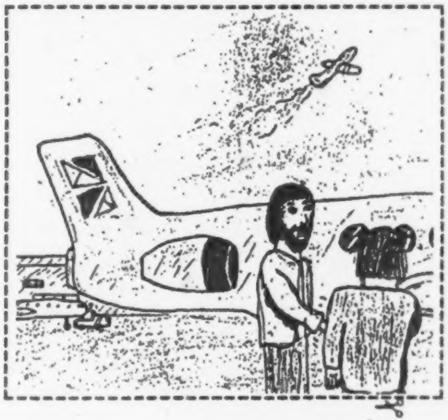












Refugees - Why are they? Where do they go? What happens to them?

People become refugees for many reasons. Here are four short stories about children who are, or have been, refugees.

When you have read their stories compare the reasons that made them refugees, and what happened to them.

Reza, a refugee child living in Pakistan

Reza Gul is a 9 year old Afghan girl living in one of the new refugee villages in the North West Frontier Province of Pakistan.

Reza came to Pakistan early in 1985 from Afghanistan with her mother, 3 brothers, and grandparents. Reza's father, Ali Askar, was a primary school teacher in their village but he disappeared several years ago, before the family left Afghanistan.

Afghanistan has been in a state of conflict for over 10 years. In 1980 Soviet forces invaded to support the government and for the next 10 years they fought other groups in Afghanistan who opposed their presence. Reza's village was shelled a number of times and women and children were often badly wounded in the bombing. Finally, Reza's grandfather and uncle, along with other villagers, decided to flee to Pakistan.

The journey took 4 days and the family were often in danger. Reza and the other children rode on the back of a camel until they reached the border and could get a ride on a lorry.

Life in the refugee village is not easy. About 15,000 people live there. The land is barren with limited supplies of water and few trees to provide shelter or firewood. Reza goes to a school organised by the religious leader, and helps her mother with the chores.

No-one knows when they will be able to go home. The Soviets started to withdraw from Afghanistan in late 1989 but the fight for power between different groups goes on.

Source: UNHCR / Y. Sato

Mohamed, A refugee child living in Sudan

Mohamed is 13 years old and lives with his three young brothers and his aunt and uncle, in a refugee camp in Sudan. Mohamed left his native land, Ethiopia, after his mother, father, grandfather and little sister all died as a result of the terrible famine. Lack of food lowered their resistance to disease and one after the other they became seriously ill and died.

In 1985 Mohamed felt it was impossible to stay in his village and walked for a week to the refugee reception centre on the Ethiopia-Sudan border. Here he stayed for a month until they were transported by truck to Shagarab.

The 4 orphans live in a tent. Their only possessions are two beds covered with a straw mat, a few clothes and a few earthenware pots which are used as cooking utensils. Grain is distributed every 12 days and, as children, they also get a daily meal of milk and high-protein biscuits which are given out to the refugees by the League of the Red Cross.

Mohamed and his brothers go to school and Mohamed collects water and firewood for his aunt who cooks the meals. Mohamed recently went cotton picking with his uncle and with the money he earned he bought a few clothes for his brothers, a big bag of grain, a pair of sandals and a bed.

Mohamed does not know what will happen to him and his brothers. They have no home or family in Ethiopia to return to.

Source: UNHCR/M. Amar

Manichanh, a refugee child resettled in Canada

Manichanh Khamvongsa was born in Ventiane, Laos in 1975 the same year as the Laos People's Democratic Republic was founded following 25 years of revolution and war. The new government made many changes and Manichanh's father, who used to be an air force officer, decided that the family should leave. So in 1978 the family fled across the Mekong River into Thailand.

The family spent 11 months in a refugee camp in north-eastern Thailand. Here Mr Khamvongsa, who speaks good English, was able to help in interpreting and translation during interviews the refugees had with resettlement officers.

A year later the family were accepted for resettlement by Canada. The family knew no other Laotians when they first went to Canada and life was difficult at first. Mr Khamvongsa now works as a chauffeur and Mrs Khamvongsa works full-time as a dressmaker.

Manichanh was so young when she left Laos that life in Ottawa, Canada is all she knows. She speaks both Lao and English at home and enjoys school.

Source: UNHCR/N. Champassak

F2

Emiliano, a repatriated child living in Argentina

At the age of 14 Emiliano has had an unsettled childhood. He was born in Argentina, then was a refugee, first in Spain then in Mexico, before returning home to Argentina.

Emiliano was 6 years old when the family left Argentina because his parents were in danger because of their political beliefs. Although Argentina is a Spanish speaking country the children at his school in Spain made fun of his accent at first, but he soon learned to speak like them.

After 3 years the family moved to Mexico because Emiliano suffered badly from asthma in Spain and his parents felt the climate in Mexico would be better for him.

Once again Emiliano had to adjust to a new life, and again he had to learn to speak another type of Spanish. He made new friends but also missed his friends in Spain.

In 1984, after there had been a change of government in Argentina, Emiliano's parents decided it was safe for the family to return home to Buenos Aires. Emiliano had been away, in exile, for 8 years. During that time his grandparents had died.

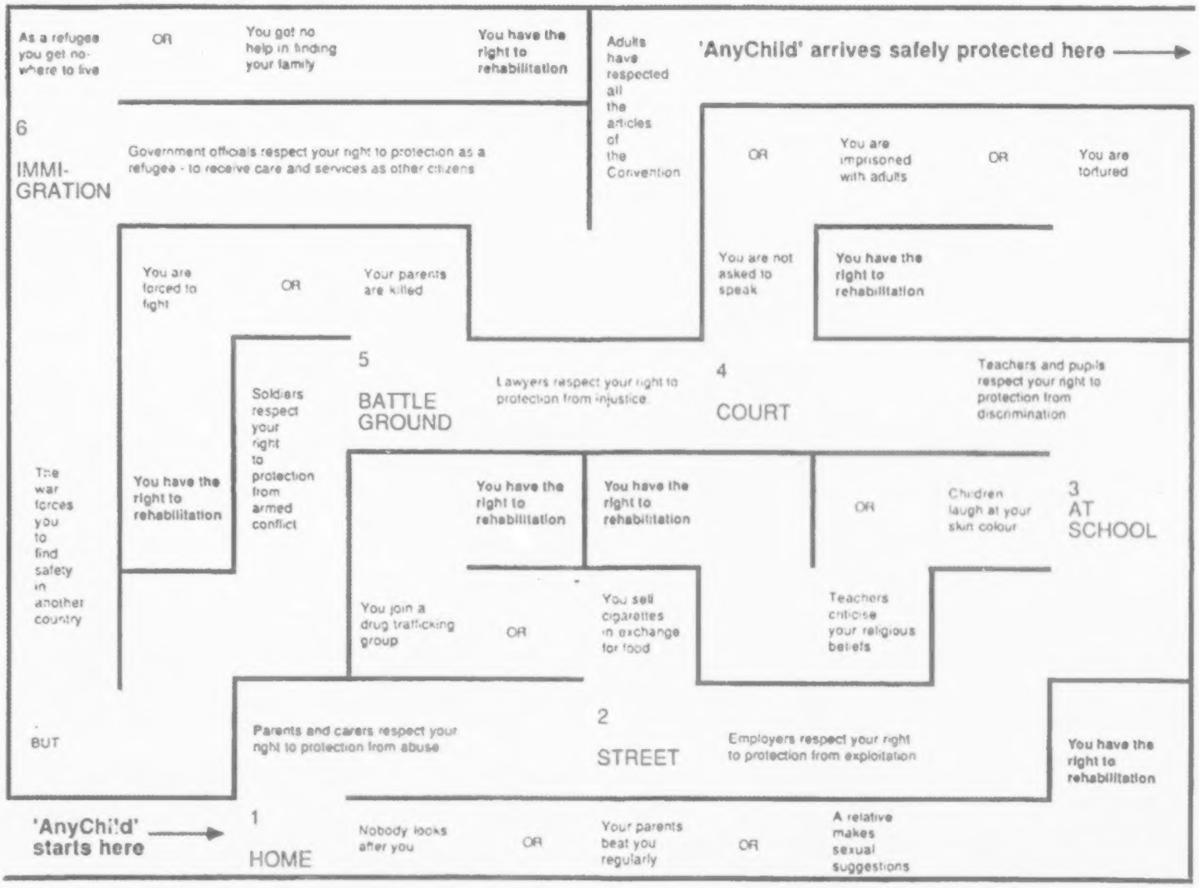
Once again Emiliano has adjusted to a new environment. He is happy to be back in Argentina but still writes to his friends in Spain and Mexico.

Source: UNHCR/A. Palemo

REHABILITATION

"The State's obligation to ensure that children who have suffered neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration." (Article 39)

The issue of rehabilitation has been raised at the end of every unit. The 'Protection Maze' is not so much a game (the maze itself is extremely simple!) as a visual presentation of the aspects of protecting children's rights which feature in 'KEEP US SAFE'. You could ask the children to follow the maze as an adventure story for 'Anychild' (which could be themselves) who is exposed to abuse, exploitation, discrimination, injustice, armed conflict and becoming a refugee. The junction points (home, street, school, court, battle ground, immigration) are where these forms of maltreatment of children could happen, and at each of these points there is a choice between taking the path of being maltreated or being protected. The idea behind this is that it is not children's free choices that are being discussed so much as adult actions to protect them, which should give rise to debate about the nature of protection for children; who should do it in each circumstance and how can it best be done? This maze may also be used after carrying out the activities in 'KEEP US SAFE' to provide an overview and recall of all the topics covered.


'AnyChild' starts here
1 HOME
Nobody looks after you
OR
Your parents beat you regularly
OR
A relative makes sexual suggestions
You have the right to rehabilitation
Parents and carers respect your right to protection from abuse
2 STREET
Employers respect your right to protection from exploitation
You join a drug trafficking group
OR
You sell cigarettes in exchange for food
You have the right to rehabilitation
You have the right to rehabilitation
Teachers criticise your religious beliefs
OR
Children laugh at your skin colour
3 AT SCHOOL
Teachers and pupils respect your right to protection from discrimination
4 COURT
You are not asked to speak
OR
You are imprisoned with adults
OR
You are tortured
You have the right to rehabilitation
Lawyers respect your right to protection from injustice.
5 BATTLE GROUND
Soldiers respect your right to protection from armed conflict
You are forced to fight
OR
Your parents are killed
You have the right to rehabilitation
The war forces you to find safety in another country
BUT
6 IMMI-GRATION
Government officials respect your right to protection as a refugee - to receive care and services as other citizens
As a refugee you get nowhere to live
OR
You got no help in finding your family
You have the right to rehabilitation
Adults have respected all the articles of the Convention
'AnyChild' arrives safely protected here

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Sources

A3 page 12	from ‘Let’s Talk about Feeling Safe’ by Pete Saunders pub. Aladdin Books Ltd.
A4 page 13	Maria’s story originally appeared in Oxfam’s ‘Bother’ magazine 1983.
A8 page 19	Nasreen’s story is adapted from a report in ‘Do it Justice!’ pub. by the Development Education Centre, Birmingham.
B4 page 28	adapted from ‘Survivors’ pub. by The Child Workers of Asia 1989.
B5 page 32	adapted from a story pub. by The Child Workers of Asia 1985.
C3 page 40	quotations from ‘Travellers an Introduction’ by John Cannon pub. InterChange Books.
C4 page 41	report by Angella Johnson in The Guardian May 1990.
C5 page 42	from ‘Stolen Childhood’ , a Channel 4 series broadcast Oct.-Nov. 1989. An accompanying booklet is available from UNICEF-UK.
D1 page 47	by Don Rowe, Director of The Citizenship Foundation and The Law in Education Project. Reproduced with permission from Hodder and Stoughton.
D2 page 50	ditto
Page 56	Antonieta’s story from ‘Prospects for Africa’s Children’ pub SCF 1990.
E2 page 58	from ‘They Say Peace is Nice’ what the children of Lebanon think about 14 years of war’ by Jos van Noord, available from UNICEF-UK.
E3 page 59	from “War, Violence and Children in Uganda’ from UNICEF-UK.
E4 page 60	‘Across the Barricades’ by Joan Lingaard pub. Hamish Hamilton 1970.
E6 page 62	poster from Friends Peace and International Relations Committee (Quakers).
F1 page 67	Hai’s story from ‘Refugees’ a primary school resource by Jackie Chapman for SCF 1988.
F2 page 68	from ‘Refugee Children Around the World’ by UNHCR.

RESOURCES LIST

Abuse, Neglect and Exploitation

'Talking about Violence' by Pat Ladly pub. Wayland

'Bullies and Victims in Schools' by Valerie E. Besag pub. Open University

'Do It Justice!' - resources and activities for introducing education in human rights by The Development Education Centre in Birmingham.

'Kidscape Training Pack' by Michelle Elliott

'Keeping Safe' by Michelle Elliott pub. Hodder and Stoughton

'Teenscape' by Michelle Elliott (in the course of preparation)
'Puppets Please' by Jackie Chapman et al. Oxford D.E. Unit

'Steps to Success' by J. Thacker pub. NFER Nelson

'First Year Tutorial Handbook' by G.T.Davies pub. Blackwell

'Talking about Drugs' by John Wyatt pub. Wayland

'Order and Disorder - A Social Life Topic Book' by Dave Hicks pub. Macdonald

'Drugs' (in the Enquiries Series) by W.J. Hanson pub. Longman'The Use of Drugs' (in the Debates Series) by Brian Ward pub. Macdonald

'Let's discuss Violence' by Doreen May and David Pead pub. Wayland

'Let's Talk about Feeling Safe' by Pete Sanders pub. Gloucester Press

Child Labour

'All Work and No Play - Child Labour Today' by Alec Fyfe pub. TUC/UNICEF

'Broken Promise - the World of Endangered Children' by Annie Allsebrook and Anthony Swift pub. Hodder and Stoughton

Discrimination

'Moving On' - a photopack about Travellers from Minority Rights Group

'The Child is not dead - youth resistance in South Africa in 1975-1986' by ILEA CLR available from British Defence and Aid Fund.

'Human Rights - an Activity File' by Graham Pike and David Selby pub. Mary Glasgow Publications 1988

'Black Settlers in Britain' by Nigel File and Chris Power pub. Heinemann

'Profile on Prejudice' - Minority Rights Group 1985

Children and the Law

'Drama for Justice' - drama for schools and youth clubs, pub Christian Aid

'Understand the Law' Books 1-4 pub. Edward Arnold.

Conflict

'Peace Education Project' (various materials) available from 6 Endsleigh Street, London WC1

'Peace and Reconciliation' - a teaching pack to support Blitz Commemoration Week in Coventry by Elmbank Teachers Centre

'The Home Front' - documents relating to life in Britain 1939-1945 - from the Imperial War Museum.

'Let's Cooperate' by Mildred Masheder pub. Peace Education Project 1986

'Let's Play Together' by Mildred Masheder pub. Greenprint 1989

'Ways and Means: An approach to Problem Solving' by Sue Bowers, available from Quaker Meeting House, 76 Eden Street, Kingston Upon Thames, KT1 1DJ

'The Friendly Classroom for a Small Planet' by P. Prutzman pub. Avery Publishing

'Winners All - Cooperative Games for all Ages' - available Pax Christi, 9 Henry Road, London N4 21H

'World in Conflict' by Robin Richardson pub. Nelson

Refugees

'Refugees - a Primary School Resource' edited by Jackie Chapman pub. SCF

'Refugee Children Around The World - Could this be you?' pub. UNHCR

Fiction

'Willow Street Kids' by Michelle Elliott pub. Andre Deutsch

'The African Child' by Camara Laye pub. Edward Arnold.

'Journey to Jo'burg' by Beverly Naidoo pub. Armada

'I Am David' by Anne Holm pub. McMillan

'Across the Barricades' by Joan Lingard pub. Hamish Hamilton

'Chico the Street Boy' by Eveleyn Ping pub. Grosvenor

'When Hitler stole pink rabbit' by Judith Kerr pub. Fontana 'Lions'

'The trouble with Donovan Croft' by Bernard Ashley pub. Puffin

'The Diddakoi' by Rumer Godden pub. Puffin

'Nowhere to Stop' by Geraldine Kaye pub. Hodder & Stoughton

'The Silver Sword' by Ian Serrailler

The Diary of Anne Frank

'Come and Tell Me' by Helen Hollick pub. Dinosaur 1986

'Stranger Danger' by Irene Keller pub. Hamlyn 1986

'We Can Say No' by Pithers, David and Green pub. Beaver 1986

We recommend you buy a copy of 'Books to Break Barriers' for a comprehensive guide to multi-cultural fiction 4-18 available from Worldwise, 72 Cowley Rd, Oxford OX4 1JB Tel 0865 723553

USEFUL ADDRESSES

Birmingham DEC
Gillett Centre
Selly Oak Colleges
Bristol Rd
Birmingham B29 6LE
021 472 3255

British Defence & Aid Fund for Southern Africa
Canon Collins House
64 Essex Rd
London N1 8LR
071 359 7729

Centre for Global Education
University of York
Heslington
York YO1 5DD
0904 433444

The Citizenship Foundation Educating
for Effective Citizenship
Newcombe House
45 Notting Hill Gate
London W11 3JB
071 229 1234

CWDE
Regents College
Inner Circle, Regents Park
London NW1 4NS
071 487 7410

Elm Bank Teachers Centre
Mile Lane
Coventry CV1 2LQ
0203 228258

Friends Peace and International Relations
Committee (Quakers)
Friends House
Euston Rd
London NW1 2BJ
071 387 3601

Imperial War Museum
Lambeth Rd
London SE1 6HZ
071 416 5000

Kidscape
82 Brook Street
London W1
071 493 9845

Minority Rights Grroup
379 Brixton Rd
London SW9 7DE
071 978 9498

Oxfam
274 Banbury Rd
Oxford OX2 7DX
0865 246777

Oxford Development Education Unit
Westminster College
Oxford OX2 9AT
0865 791610

Peace Education Project
6 Endsleigh Street
London WC1

Public Information Service UNHCR
Centre William Rappard
154 Rue de Lausanne
CH-1202 Geneva
Switzerland
010 4122 739 8111

Scottish DEC
Old Playhouse Close
Moray House College of Education
Holyrood Rd
Edinburgh EH8 8HQ
031 557 3810

Save the Children
Mary Datchelor House
17 Grove Lane
London SE5 8RD
071 703 5400

UNICEF-UK
55 Lincoln's Inn Fields
London WC2A 3NB
071 405 5592

This book is one of three and a Teachers Handbook designed to introduce the UN Convention on the Rights of the Child to 8-13 year-olds

- **The Whole Child**
  (The Participation Articles)
- **It's Our Right**
  (The Provision Articles)
- **Keep Us Safe**
  (The Protection Articles)
- **Teachers Handbook**

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284